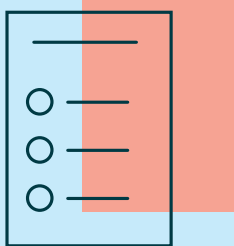


Paraphrasing

Teaching academic integrity

The reading/writing connection



Paraphrasing: More than a writing strategy

Paraphrase [*per-ə-frāz*] ~ a restatement of a text in different words, often to clarify meaning.*

Paraphrasing is most commonly taught as a writing strategy, but there are several underlying benefits to this mighty literacy skill. Learning to paraphrase also strengthens **academic integrity** and reading comprehension. Just think... students must first make sense of what they're reading in order to paraphrase. This consists of reading and rereading texts to determine big ideas and supporting details. Hence, teaching paraphrasing is often applied as an intervention for reading comprehension.

Paraphrasing supports reading

Paraphrasing is just as important to reading as it is to writing! Reading comprehension is all about the ability to process and understand text, which is also the first step to paraphrasing. When we think about paraphrasing, we tend to focus on the final outcome--a nicely written restatement of a text. However, students must exercise several reading skills before the pencil hits the paper.

Let's break it down: In order to paraphrase, students must ask themselves questions about what they're reading to unpack

vocabulary, syntax and grammar. That thought process requires students to draw inferences about the meaning of the text. Drawing inferences, arriving to conclusions about the text using prior knowledge, context clues and analysis, helps students arrive at the main idea of the passage. All of these skills which are commonly associated with reading are exercised while students are paraphrasing text aloud or in writing.

Paraphrasing as a reading/writing strategy is applicable to all content areas from upper elementary to high school and beyond. It is also suitable for use with varying types of texts such as fiction and nonfiction.

Paraphrasing supports ISTE standards

In addition to those standards which explicitly state it as a necessary research and writing skill, paraphrasing supports several digital literacy-based standards. For example, the following standards directly make the reading and writing connection to using digital resources responsibly when creating meaningful connections with text.

Example standard:

1.2 Digital Citizen

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

1.2.b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

1.3.c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

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