

Paraphrasing Writing Strategy - January 2014

K.I.S.S! “Keep It Swag & Simple!”

Common Core Standards:

CCSS.ELA-Literacy W2:

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy W9:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Purpose:

- To assist students in providing credibility to their own written analysis by teaching effective ways to restate or clarify another author's idea.
- To engage student writers in monitoring their understanding of a topic, allowing them to incorporate their own knowledge or new knowledge within a written analysis.
- To empower students by assisting them in maintaining their own voice in their writing.
- To allow students to identify the metacognitive process used in paraphrasing.

Directions:

1. Ask students if they have a younger sibling, cousin, or know a neighborhood kid who always asks, “What does that mean?”, or “why... why... why?” Have students identify to the class who they often have to explain things to, and ask for volunteers to share a funny example or two.
2. Pose this question to the class and allow wait time: “How do you go about explaining difficult concepts to these little ones in your life?” (Responses might be: “use easy words”, “use an example to compare it to”, “keep it simple”, et cetera)
3. Point out to students that, in a sense, this is what paraphrasing is: putting things in our own words so that *we* can make sense out of it. Einstein already knows what he’s saying, we don’t have to explain it to him – we are explaining it to ourselves!
4. Using a math analogy may help them understand this concept:
Write the fraction: $5,000,000,000 / 10,000,000,000$ on the board, and ask students what their math teacher would have them do with that number... they’ll chime out “Simplify it! ½!!”
5. Select an article or excerpt related to your content area and reading level of your students.
6. Hand out and review the attached ditto with students.
7. You may wish to do the attached ditto activity together as a class, or in small groups. The key is to practice, practice, practice.

Attached, you will find an example, and a blank template of the KISS worksheet.

Name: _____ Class: _____ Date: _____

K.I.S.S. Keep it Swag & Simple

Paraphrasing – Putting it in your own words!

We all know someone younger than us who always asks, “what’s that mean?”, or asks “why... why... why?” again and again.

Little ones are often curious to know the meaning of things. Yet, they don’t have the life experience that you do in order to understand things. They don’t have the understanding of words that you do, and often times, they don’t know a lot of those big words. So, they look to us for answers!

You are ALREADY on your way to being an expert paraphraser – you do it all the time... with your younger brother or sister, little cousins, or maybe even a little one on the bus!

Let’s identify the steps you ALREADY use...

1. You read the text they are asking about
2. You IDENTIFY the MAIN POINT or IDEA
3. You FIND the FACTS, REASONS or EVIDENCE that supports it
4. You SIMPLIFY it – CLARIFYING it for them!

Let’s try!!

Yes, there really was a Dr. Seuss! His real name is Ted Geisel! Read below about a part of his childhood!

“With the continual threats of Germany and World War I, the German-immigrant Geisels were targets for many slurs, particularly with regard to their heritage... In response, they were active participants in the pro-America campaign of World War I. Thus, Ted and his sister Marnie overcame such ridicule and became popular teenagers involved in many different activities.”

www.drseussart.com/biography.html

Name: Joey Roman Class: _____ Date: _____

1. Read the passage!
2. After reading the passage, identify the following:

Identify the Main Idea: *Dr. Seuss was picked on as a kid, but he stayed happy*

List supporting details: *Dr. Seuss and his family were German.*

World War I was happening, so people sometimes picked on German-Americans.

He joined groups that supported America and made friends.

3. Who is the little one you picture yourself explaining something to? Write their name and your name in the blanks below. Draw a quick stick-figure sketch to represent you and the child of your choosing!
4. Use your own words! In the speech bubble, explain what you just read to the child!

Joey

Your name

My cousin Kelly

Their name



Dr. Seuss was picked on as a kid but he got past it. His family was German, and World War I was against Germany, so sometimes kids picked on him. He and his family joined groups that were very American, so he ended up making friends and staying busy.



Name: _____ Class: _____ Date: _____

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Let’s try!!

Name: _____ Class: _____ Date: _____

1. Read the passage!
2. After reading the passage, identify the following:

Identify the Main Idea: _____

List supporting evidence: _____

3. Who is the little one you picture yourself explaining something to? Write their name and your name in the blanks below. Draw a quick stick-figure sketch to represent you and the child of your choosing!
4. Use your own words! In the speech bubble, explain what you just read to the child!

Your name

Their name

