



Paraphrasing Tips

1. Work to understand the passage as much as you can before attempting to paraphrase
2. Don't look at the original while paraphrasing
3. Always compare your paraphrase to the original, assessing your paraphrase for accuracy, completeness, fairness, and the right level of generality/specificity.
4. Don't try to paraphrase word-by-word, phrase-by-phrase, from beginning to end. Instead, think about what your reader would need to know first to understand the ideas in the passage and start with that.
5. Don't use a thesaurus to paraphrase. Use the every-day language at your command unless you're using technical terms that are specific to a field or profession.
6. Do use a dictionary to look up key words you need to paraphrase. Be sure to read all definitions to find the sense of the word that is active in the sentence you're trying to paraphrase.
7. Don't use the sentence structure or pattern of organization of the original passage.
8. Break ideas down into separate sentences.
9. Know that paraphrased passages are often longer than the original.

Source: Eric Drown, UNE SASC

Think-Pair-Write Activity

1. Ask students to choose a passage to paraphrase in pairs (both students will paraphrase the same passage).
2. Give them a few minutes to paraphrase the passage. It's important that students NOT LOOK at the source while paraphrasing nor to try paraphrasing word-by-word. Doing so will likely result in patchwriting and incomplete paraphrase (and hence incomplete comprehension) of the passage.
3. Ask them to turn to a partner and compare their paraphrases to one another and to the original, assessing one another's paraphrases for accuracy, comprehensiveness, and the right level of specificity/generality
4. Have students rewrite their paraphrase, leaving the first paraphrase intact.

5. Have them compare notes again and repeat until the paraphrase is complete and both students understand the passage fully.
6. If students aren't looking at the original or one another's paraphrases while writing, the sentence-structure, word-choice, and sequence of ideas in each paraphrase should be unique. If not, it's likely there are still comprehension errors.
7. Alternative: After students choose the passage, have them discuss what the passage means and then ask them to write their paraphrases.

Source: Eric Drown, UNE SASC

Seeing Citations at Work in a Reading

1. Give students a sample lab report or journal article.
2. Ask them to circle every citation they can find in a small chunk of the article.
3. Have them work with a partner to figure out the citation "rules" the author of the article is following and share their conclusions to the group.
4. During discussion, correct misunderstandings and use "think aloud" protocol to help students understand the logic of the rules they've found.
5. Follow up with an activity where you give students a writing sample that doesn't have citations in it and ask them to use the rules they've discovered to indicate where citations should go in the article.
6. After each sentence they read, students should ask, "How does the author know this?" If the answer is "she read it somewhere," then the sentence needs a citation.

Source: Eric Drown, UNE SASC

Using Think Aloud Protocols to Help Students Read Better

1. Give students a reading that's in their proximal zone of development.
2. Read it aloud to them. As you read, stop and demonstrate your thinking and reading strategies for them. Let them hear the stray thoughts, connections, questions, predictions, reactions that you're using to make sense of the text.
3. Ask students what they hear you doing to get them to notice the variety of strategies you use to make sense of the text.

4. Once you've modeled your thinking and reading routines sufficiently, ask individual students to read a few sentences or a paragraph at time and have them "think aloud."
5. Have them pair up and practice. Ask groups to report out which thinking and reading strategies they found themselves using and which they'll need to be more mindful of using.

Source: Eric Drown, UNE SASC adapted from Ruth Schoenbach and others, *Reading for Understanding* (WestED 2012)