PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"The sun felt warm on Beth's face."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'The sun felt warm on Beth's face.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Beth felt the warm sun on her face." Same meaning, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Beth felt the warm sun on her face." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

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TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Recess was one of her favorite parts of the school day."
A. Recess was one of Beth's favorite parts of the school day.
B. Recess was Beth's least favorite part of the day.
C. Recess was part of the day.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Recess was one of her favorite parts of the school day.' A. Recess was one of Beth's favorite parts of the school day. B. Recess was Beth's least favorite part of the day. C. Recess was part of the day."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (recess was a favorite part of Beth's day) with new words. B changes favorite into least favorite, the opposite. C drops that it was a favorite, so it is not complete.

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (recess was a favorite part of Beth's day) with new words. B changes favorite into least favorite, the opposite. C drops that it was a favorite, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"She ran toward the jump ropes where her friend Ava was waiting."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'She ran toward the jump ropes where her friend Ava was waiting.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Beth ran to the jump ropes, where her friend Ava was waiting." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 1 of 36 · Grade 3 • Prepare • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Beth ran to the jump ropes, where her friend Ava was waiting." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "A light wind moved through the trees beside the fence."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'A light wind moved through the trees beside the fence.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "A gentle breeze blew through the trees by the fence." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 1 of 36 · Grade 3 • Prepare • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "A gentle breeze blew through the trees by the fence." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Ava and Beth began turning the rope together."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Ava and Beth began turning the rope together.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Ava and Beth started turning the rope together." THINK: This shows the two friends played together at recess. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Ava and Beth started turning the rope together." THINK: This shows the two friends played together at recess. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 1 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "The sun felt warm on Beth's face." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 1 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Beth felt the warm sun on her face.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (recess was a favorite part of Beth’s day) with new words. **B** changes favorite into least favorite, the opposite. **C** drops that it was a favorite, so it is not complete.
SAY Wednesday	Sample: “Beth ran to the jump ropes, where her friend Ava was waiting.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “A gentle breeze blew through the trees by the fence.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Ava and Beth started turning the rope together.” THINK: This shows the two friends played together at recess. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Beth felt the warm sun on her face.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (recess was a favorite part of Beth’s day) with new words. B changes favorite into least favorite, the opposite. C drops that it was a favorite, so it is not complete. SAY, Sample: “Beth ran to the jump ropes, where her friend Ava was waiting.” Same meaning and facts, new words. REBUILD, Sample: “A gentle breeze blew through the trees by the fence.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Ava and Beth started turning the rope together.” THINK: This shows the two friends played together at recess. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Beth felt the warm sun on her face.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (recess was a favorite part of Beth’s day) with new words. B changes favorite into least favorite, the opposite. C drops that it was a favorite, so it is not complete. · SAY, Sample: “Beth ran to the jump ropes, where her friend Ava was waiting.” Same meaning and facts, new words. · REBUILD, Sample: “A gentle breeze blew through the trees by the fence.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Ava and Beth started turning the rope together.” THINK: This shows the two friends played together at recess. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

The bell rang. “Recess!” Beth shouted. Chairs scooted back, and sneakers hurried across the floor.

Which sentence BEST paraphrases this part of the passage?

A When the bell rang, Beth shouted “Recess!” and the students pushed back their chairs and hurried across the floor.

B When the bell rang, Beth shouted “Recess!” because the students were late for lunch.

C The bell rang, but the students stayed quietly in their seats.

D The bell rang.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Here is a question shaped just like the ones on a real test. Read this part of the passage: The bell rang. ‘Recess!’ Beth shouted. Chairs scooted back, and sneakers hurried across the floor.”

“Now, which sentence BEST paraphrases this part of the passage?”

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

“What if more than one looks right?” Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A When the bell rang, Beth shouted “Recess!” and the students pushed back their chairs and hurried across the floor.

WHY THIS IS CORRECT

A keeps all the ideas (the bell rang, Beth shouted, students pushed back chairs and hurried) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (late for lunch). C reverses the meaning (stayed in their seats). D leaves out most of the ideas, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Here is the payoff: the best paraphrase is A, When the bell rang, Beth shouted ‘Recess!’ and the students pushed back their chairs and hurried across the floor. A keeps all the ideas (the bell rang, Beth shouted, students pushed back chairs and hurried) with new words. That is a true paraphrase.”

▸ *Walk through why the other choices are traps.*

“B adds an idea the passage never states (late for lunch). C reverses the meaning (stayed in their seats). D leaves out most of the ideas, so it is not complete.”

“Remember this all week: protect the meaning first, then change the words.”

ANSWER KEY: A, When the bell rang, Beth shouted ‘Recess!’ and the students pushed back their chairs and hurried across the floor

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

“Will the test always ask this way?” Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"On the blacktop, basketballs went bounce, bounce, bounce."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'On the blacktop, basketballs went bounce, bounce, bounce.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "On the blacktop, the basketballs bounced again and again." Same meaning, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "On the blacktop, the basketballs bounced again and again." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "She ran toward the jump ropes where her friend Ava was waiting."
A. Beth ran to the jump ropes, where her friend Ava was waiting for her.
B. Beth walked away from the jump ropes and from her friend Ava.
C. Beth ran somewhere.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'She ran toward the jump ropes where her friend Ava was waiting.' A. Beth ran to the jump ropes, where her friend Ava was waiting for her. B. Beth walked away from the jump ropes and from her friend Ava. C. Beth ran somewhere."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (Beth ran to the jump ropes where Ava waited) with new words. B changes ran toward into walked away, the opposite. C drops the jump ropes and Ava, so it is not complete.

(7)(D) · Paraphrasing · Sheet 2 of 36 · Grade 3 • Prepare • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (Beth ran to the jump ropes where Ava waited) with new words. B changes ran toward into walked away, the opposite. C drops the jump ropes and Ava, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"The sun felt warm on Beth's face."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'The sun felt warm on Beth's face.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Beth felt the warm sun on her face." Same meaning and facts, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Beth felt the warm sun on her face." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Chairs scooted back, and sneakers hurried across the floor."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Chairs scooted back, and sneakers hurried across the floor.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "The chairs slid back, and sneakers rushed across the floor." The words change, but the meaning stays.

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The chairs slid back, and sneakers rushed across the floor." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Recess was one of Beth's favorite parts of the school day."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Recess was one of Beth's favorite parts of the school day.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Recess was a favorite part of Beth's school day." THINK: This shows how much Beth enjoyed recess. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Recess was a favorite part of Beth's school day." THINK: This shows how much Beth enjoyed recess. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 2 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "On the blacktop, basketballs went bounce, bounce, bounce." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 2 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 2 of 36

Slide 8 of 10

MEANING Monday	Sample: “On the blacktop, the basketballs bounced again and again.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (Beth ran to the jump ropes where Ava waited) with new words. **B** changes ran toward into walked away, the opposite. **C** drops the jump ropes and Ava, so it is not complete.
SAY Wednesday	Sample: “Beth felt the warm sun on her face.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The chairs slid back, and sneakers rushed across the floor.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Recess was a favorite part of Beth’s school day.” THINK: This shows how much Beth enjoyed recess. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “On the blacktop, the basketballs bounced again and again.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (Beth ran to the jump ropes where Ava waited) with new words. B changes ran toward into walked away, the opposite. C drops the jump ropes and Ava, so it is not complete. SAY, Sample: “Beth felt the warm sun on her face.” Same meaning and facts, new words. REBUILD, Sample: “The chairs slid back, and sneakers rushed across the floor.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Recess was a favorite part of Beth’s school day.” THINK: This shows how much Beth enjoyed recess. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “On the blacktop, the basketballs bounced again and again.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (Beth ran to the jump ropes where Ava waited) with new words. B changes ran toward into walked away, the opposite. C drops the jump ropes and Ava, so it is not complete. · SAY, Sample: “Beth felt the warm sun on her face.” Same meaning and facts, new words. · REBUILD, Sample: “The chairs slid back, and sneakers rushed across the floor.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Recess was a favorite part of Beth’s school day.” THINK: This shows how much Beth enjoyed recess. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

The sun felt warm on Beth's face. A light wind moved through the trees beside the fence.

Which sentence BEST paraphrases this part of the passage?

A Beth felt the warm sun on her face while a gentle breeze blew through the trees by the fence.

B Beth felt the warm sun on her face, and then it started to rain hard.

C Beth felt cold, and there was no wind at all.

D The sun felt warm.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: The sun felt warm on Beth's face. A light wind moved through the trees beside the fence."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 2 of 36

Slide 10 of 10

Correct answer: A Beth felt the warm sun on her face while a gentle breeze blew through the trees by the fence.

WHY THIS IS CORRECT

A keeps both ideas (the warm sun on her face, and the breeze in the trees) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (rain). C reverses the meaning (cold, no wind). D leaves out the wind and the trees, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Beth felt the warm sun on her face while a gentle breeze blew through the trees by the fence. A keeps both ideas (the warm sun on her face, and the breeze in the trees) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (rain). C reverses the meaning (cold, no wind). D leaves out the wind and the trees, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Beth felt the warm sun on her face while a gentle breeze blew through the trees by the fence

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"The label said the shell had been found at Poverty Point, far from the ocean."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'The label said the shell had been found at Poverty Point, far from the ocean.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "The label said the shell was found at Poverty Point, far from the ocean." Same meaning, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The label said the shell was found at Poverty Point, far from the ocean." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "People at Poverty Point traveled along rivers, which could have helped them move things."
A. The people at Poverty Point used rivers to travel, which may have helped them move things.
B. The people at Poverty Point never used the rivers.
C. There were rivers.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'People at Poverty Point traveled along rivers, which could have helped them move things.' A. The people at Poverty Point used rivers to travel, which may have helped them move things. B. The people at Poverty Point never used the rivers. C. There were rivers."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (people used rivers to travel, which may have helped them move things) with new words. B changes used into never used, the opposite. C drops that people traveled on the rivers, so it is not complete.

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (people used rivers to travel, which may have helped them move things) with new words. B changes used into never used, the opposite. C drops that people traveled on the rivers, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Emsy knelt beside the display case at the museum."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Emsy knelt beside the display case at the museum.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Emsy knelt down next to the display case in the museum." Same meaning and facts, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Emsy knelt down next to the display case in the museum." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "The map showed large rivers, including the Mississippi and Ohio Rivers."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'The map showed large rivers, including the Mississippi and Ohio Rivers.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "The map showed big rivers, such as the Mississippi and the Ohio." The words and order change, but the meaning stays.

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The map showed big rivers, such as the Mississippi and the Ohio." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "They could trade what they had for valuable goods from other places."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'They could trade what they had for valuable goods from other places.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "They could trade their own things for valuable goods from other places." THINK: This shows how trade helped people get what they needed. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "They could trade their own things for valuable goods from other places." THINK: This shows how trade helped people get what they needed. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 3 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "The label said the shell had been found at Poverty Point, far from the ocean." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 3 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 3 of 36

Slide 8 of 10

MEANING Monday	Sample: “The label said the shell was found at Poverty Point, far from the ocean.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (people used rivers to travel, which may have helped them move things) with new words. **B** changes used into never used, the opposite. **C** drops that people traveled on the rivers, so it is not complete.
SAY Wednesday	Sample: “Emsy knelt down next to the display case in the museum.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The map showed big rivers, such as the Mississippi and the Ohio.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “They could trade their own things for valuable goods from other places.” THINK: This shows how trade helped people get what they needed. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “The label said the shell was found at Poverty Point, far from the ocean.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (people used rivers to travel, which may have helped them move things) with new words. B changes used into never used, the opposite. C drops that people traveled on the rivers, so it is not complete. SAY, Sample: “Emsy knelt down next to the display case in the museum.” Same meaning and facts, new words. REBUILD, Sample: “The map showed big rivers, such as the Mississippi and the Ohio.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “They could trade their own things for valuable goods from other places.” THINK: This shows how trade helped people get what they needed. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The label said the shell was found at Poverty Point, far from the ocean.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (people used rivers to travel, which may have helped them move things) with new words. B changes used into never used, the opposite. C drops that people traveled on the rivers, so it is not complete. · SAY, Sample: “Emsy knelt down next to the display case in the museum.” Same meaning and facts, new words. · REBUILD, Sample: “The map showed big rivers, such as the Mississippi and the Ohio.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “They could trade their own things for valuable goods from other places.” THINK: This shows how trade helped people get what they needed. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

The label said the shell had been found at Poverty Point, far from the ocean. It came from a coastal area, but Poverty Point was inland.

Which sentence BEST paraphrases this part of the passage?

A The shell, which came from the coast, was found at Poverty Point, an inland place far from the ocean.

B The shell was found at Poverty Point, so Emsy decided to take it home.

C The shell was found right next to the ocean at Poverty Point.

D The shell was found at Poverty Point.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: The label said the shell had been found at Poverty Point, far from the ocean. It came from a coastal area, but Poverty Point was inland."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 3 of 36

Slide 10 of 10

Correct answer: A The shell, which came from the coast, was found at Poverty Point, an inland place far from the ocean.

WHY THIS IS CORRECT

A keeps both ideas (the shell came from the coast, and it was found far inland at Poverty Point) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (took it home). C reverses the meaning (next to the ocean). D leaves out that it came from the coast and was far inland, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, The shell, which came from the coast, was found at Poverty Point, an inland place far from the ocean. A keeps both ideas (the shell came from the coast, and it was found far inland at Poverty Point) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (took it home). C reverses the meaning (next to the ocean). D leaves out that it came from the coast and was far inland, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, The shell, which came from the coast, was found at Poverty Point, an inland place far from the ocean

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"The answer was scarcity."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'The answer was scarcity.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "The answer was that things were scarce." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 4 of 36 · Grade 3 • Prepare • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The answer was that things were scarce." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "People did not always have every resource they wanted where they lived."
A. People did not always have all the resources they needed in their own area.
B. People always had every resource they wanted where they lived.
C. People had resources.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'People did not always have every resource they wanted where they lived.' A. People did not always have all the resources they needed in their own area. B. People always had every resource they wanted where they lived. C. People had resources."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (people did not always have all they needed nearby) with new words. B changes did not always into always had, the opposite. C drops that they lacked some resources, so it is not complete.

(7)(D) · Paraphrasing · Sheet 4 of 36 · Grade 3 • Prepare • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (people did not always have all they needed nearby) with new words. B changes did not always into always had, the opposite. C drops that they lacked some resources, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"They could trade what they had for valuable goods from other places."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'They could trade what they had for valuable goods from other places.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "They could trade their things for valuable goods from other places." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 4 of 36 · Grade 3 • Prepare • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "They could trade their things for valuable goods from other places." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "The shell came from a coastal area, but Poverty Point was inland."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'The shell came from a coastal area, but Poverty Point was inland.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "The shell came from the coast, but Poverty Point was inland." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 4 of 36 · Grade 3 • Prepare • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The shell came from the coast, but Poverty Point was inland." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Several objects from distant places make a pattern, not an accident."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Several objects from distant places make a pattern, not an accident.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Several objects from faraway places form a pattern, not just an accident." THINK: This shows Emsy's reasoning, that many far, off objects point to trade. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Several objects from faraway places form a pattern, not just an accident." THINK: This shows Emsy's reasoning, that many far, off objects point to trade. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

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YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 4 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "The answer was scarcity." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 4 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 4 of 36

Slide 8 of 10

MEANING Monday	Sample: “The answer was that things were scarce.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (people did not always have all they needed nearby) with new words. **B** changes did not always into always had, the opposite. **C** drops that they lacked some resources, so it is not complete.
SAY Wednesday	Sample: “They could trade their things for valuable goods from other places.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The shell came from the coast, but Poverty Point was inland.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Several objects from faraway places form a pattern, not just an accident.” THINK: This shows Emsy’s reasoning, that many far, off objects point to trade. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “The answer was that things were scarce.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (people did not always have all they needed nearby) with new words. B changes did not always into always had, the opposite. C drops that they lacked some resources, so it is not complete. SAY, Sample: “They could trade their things for valuable goods from other places.” Same meaning and facts, new words. REBUILD, Sample: “The shell came from the coast, but Poverty Point was inland.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Several objects from faraway places form a pattern, not just an accident.” THINK: This shows Emsy’s reasoning, that many far, off objects point to trade. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The answer was that things were scarce.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (people did not always have all they needed nearby) with new words. B changes did not always into always had, the opposite. C drops that they lacked some resources, so it is not complete. · SAY, Sample: “They could trade their things for valuable goods from other places.” Same meaning and facts, new words. · REBUILD, Sample: “The shell came from the coast, but Poverty Point was inland.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Several objects from faraway places form a pattern, not just an accident.” THINK: This shows Emsy’s reasoning, that many far, off objects point to trade. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

The answer was scarcity. People did not always have every resource they wanted where they lived. They could trade what they had for valuable goods from other places.

Which sentence BEST paraphrases this part of the passage?

A Because people did not always have everything they needed nearby, they traded their own things for valuable goods from far away.

B Because people did not have everything nearby, they never trusted the traders.

C People had everything they needed, so they never had to trade.

D The answer was scarcity.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: The answer was scarcity. People did not always have every resource they wanted where they lived. They could trade what they had for valuable goods from other places."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 4 of 36

Slide 10 of 10

Correct answer: A Because people did not always have everything they needed nearby, they traded their own things for valuable goods from far away.

WHY THIS IS CORRECT

A keeps both ideas (people lacked some resources nearby, so they traded for goods from far away) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (never trusted traders). C reverses the meaning (had everything). D leaves out the trading, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Because people did not always have everything they needed nearby, they traded their own things for valuable goods from far away. A keeps both ideas (people lacked some resources nearby, so they traded for goods from far away) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (never trusted traders). C reverses the meaning (had everything). D leaves out the trading, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Because people did not always have everything they needed nearby, they traded their own things for valuable goods from far away

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Many of the Pilgrims were looking for a place where they could live and practice their beliefs freely."

I CAN I can say what a sentence means in my own words.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Many of the Pilgrims were looking for a place where they could live and practice their beliefs freely.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Many of the Pilgrims wanted a place where they could live and follow their beliefs freely." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 5 of 36 · Grade 3 • Cluster 1 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Many of the Pilgrims wanted a place where they could live and follow their beliefs freely." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Nearby were forests filled with tall trees that could be used to build homes and ships."
A. Nearby forests had tall trees that people could use to build homes and ships.
B. Nearby forests had no trees at all.
C. There were forests.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Nearby were forests filled with tall trees that could be used to build homes and ships.' A. Nearby forests had tall trees that people could use to build homes and ships. B. Nearby forests had no trees at all. C. There were forests."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (nearby forests had tall trees for building homes and ships) with new words. B changes tall trees into no trees, the opposite. C drops the tall trees and what they were used for, so it is not complete.

(7)(D) · Paraphrasing · Sheet 5 of 36 · Grade 3 • Cluster 1 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (nearby forests had tall trees for building homes and ships) with new words. B changes tall trees into no trees, the opposite. C drops the tall trees and what they were used for, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"In 1620, the Pilgrims sailed across the Atlantic Ocean."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'In 1620, the Pilgrims sailed across the Atlantic Ocean.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "In 1620, the Pilgrims crossed the Atlantic Ocean." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 5 of 36 · Grade 3 • Cluster 1 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "In 1620, the Pilgrims crossed the Atlantic Ocean." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Winter was coming, and the Pilgrims needed to build shelters quickly."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Winter was coming, and the Pilgrims needed to build shelters quickly.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Because winter was near, the Pilgrims had to build shelters fast." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 5 of 36 · Grade 3 • Cluster 1 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Because winter was near, the Pilgrims had to build shelters fast." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Plymouth became the place where they settled."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Plymouth became the place where they settled.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Plymouth became the place where the Pilgrims settled." THINK: This shows Plymouth became their new home. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Plymouth became the place where the Pilgrims settled." THINK: This shows Plymouth became their new home. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 5 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "The Pilgrims were looking for a place where they could live and practice their beliefs freely." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 5 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Many of the Pilgrims wanted a place where they could live and follow their beliefs freely.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (nearby forests had tall trees for building homes and ships) with new words. **B** changes tall trees into no trees, the opposite. **C** drops the tall trees and what they were used for, so it is not complete.
SAY Wednesday	Sample: “In 1620, the Pilgrims crossed the Atlantic Ocean.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Because winter was near, the Pilgrims had to build shelters fast.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Plymouth became the place where the Pilgrims settled.” THINK: This shows Plymouth became their new home. The paraphrase is the evidence, not the explanation.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Many of the Pilgrims wanted a place where they could live and follow their beliefs freely.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (nearby forests had tall trees for building homes and ships) with new words. B changes tall trees into no trees, the opposite. C drops the tall trees and what they were used for, so it is not complete. SAY, Sample: “In 1620, the Pilgrims crossed the Atlantic Ocean.” Same meaning and facts, new words. REBUILD, Sample: “Because winter was near, the Pilgrims had to build shelters fast.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Plymouth became the place where the Pilgrims settled.” THINK: This shows Plymouth became their new home. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Many of the Pilgrims wanted a place where they could live and follow their beliefs freely.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (nearby forests had tall trees for building homes and ships) with new words. B changes tall trees into no trees, the opposite. C drops the tall trees and what they were used for, so it is not complete. · SAY, Sample: “In 1620, the Pilgrims crossed the Atlantic Ocean.” Same meaning and facts, new words. · REBUILD, Sample: “Because winter was near, the Pilgrims had to build shelters fast.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Plymouth became the place where the Pilgrims settled.” THINK: This shows Plymouth became their new home. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 5 of 36 · Grade 3 • Cluster 1 • Module 1

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 5 of 36

Slide 9 of 10

Read this part of the passage.

The Pilgrims explored the land and found an area called Plymouth. Nearby were tall trees, fresh water, and land where crops could grow.

Which sentence BEST paraphrases this part of the passage?

A The Pilgrims looked around and found Plymouth, which had tall trees, fresh water, and land for growing crops.

B The Pilgrims found Plymouth, which had tall trees and gold buried in the ground.

C The Pilgrims found Plymouth, but it had no trees and no water.

D The Pilgrims found Plymouth.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Here is a question shaped just like the ones on a real test. Read this part of the passage: The Pilgrims explored the land and found an area called Plymouth. Nearby were tall trees, fresh water, and land where crops could grow.”

“Now, which sentence BEST paraphrases this part of the passage?”

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

“What if more than one looks right?” Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 5 of 36

Slide 10 of 10

Correct answer: A The Pilgrims looked around and found Plymouth, which had tall trees, fresh water, and land for growing crops.

WHY THIS IS CORRECT

A keeps all the ideas (they found Plymouth, with trees, water, and land for crops) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (gold). C reverses the meaning (no trees or water). D leaves out what Plymouth had, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, The Pilgrims looked around and found Plymouth, which had tall trees, fresh water, and land for growing crops. A keeps all the ideas (they found Plymouth, with trees, water, and land for crops) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (gold). C reverses the meaning (no trees or water). D leaves out what Plymouth had, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, The Pilgrims looked around and found Plymouth, which had tall trees, fresh water, and land for growing crops

(7)(D) · Paraphrasing · Sheet 5 of 36 · Grade 3 • Cluster 1 • Module 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"There was also fresh water and land where crops could grow."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'There was also fresh water and land where crops could grow.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "There was also fresh water and land where crops could be grown." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 3 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "There was also fresh water and land where crops could be grown." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Winter was coming, and the Pilgrims needed to begin building shelters quickly."
A. Because winter was near, the Pilgrims had to start building shelters fast.
B. Because winter was over, the Pilgrims took their time building.
C. Winter was coming.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Winter was coming, and the Pilgrims needed to begin building shelters quickly.' A. Because winter was near, the Pilgrims had to start building shelters fast. B. Because winter was over, the Pilgrims took their time building. C. Winter was coming."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (winter was near, so they had to build shelters fast) with new words. B changes coming into over, the opposite. C drops that they needed to build quickly, so it is not complete.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 3 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (winter was near, so they had to build shelters fast) with new words. B changes coming into over, the opposite. C drops that they needed to build quickly, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"They started constructing small homes and gathering wood for fires."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'They started constructing small homes and gathering wood for fires.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "They began building small homes and collecting wood for fires." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 3 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "They began building small homes and collecting wood for fires." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "The Pilgrims explored the land and found an area called Plymouth."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'The Pilgrims explored the land and found an area called Plymouth.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "The Pilgrims looked around the land and found an area called Plymouth." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 3 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The Pilgrims looked around the land and found an area called Plymouth." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Plymouth became the place where the Pilgrims settled."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Plymouth became the place where the Pilgrims settled.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Plymouth became the place where the Pilgrims settled." THINK: This shows the Pilgrims made Plymouth their home. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Plymouth became the place where the Pilgrims settled." THINK: This shows the Pilgrims made Plymouth their home. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 6 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "There was also fresh water and land where crops could grow." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 6 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 3 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing



MEANING
Monday

Sample: “There was also fresh water and land where crops could be grown.” Same meaning, new words.



CHOOSE
Tuesday

A is best. It keeps the meaning (winter was near, so they had to build shelters fast) with new words. **B** changes coming into over, the opposite. **C** drops that they needed to build quickly, so it is not complete.



SAY
Wednesday

Sample: “They began building small homes and collecting wood for fires.” Same meaning and facts, new words.



REBUILD
Thursday

Sample: “The Pilgrims looked around the land and found an area called Plymouth.” The words change, but the meaning stays.



APPLY
Friday

TAP paraphrase: “Plymouth became the place where the Pilgrims settled.” THINK: This shows the Pilgrims made Plymouth their home. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “There was also fresh water and land where crops could be grown.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (winter was near, so they had to build shelters fast) with new words. B changes coming into over, the opposite. C drops that they needed to build quickly, so it is not complete. SAY, Sample: “They began building small homes and collecting wood for fires.” Same meaning and facts, new words. REBUILD, Sample: “The Pilgrims looked around the land and found an area called Plymouth.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Plymouth became the place where the Pilgrims settled.” THINK: This shows the Pilgrims made Plymouth their home. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “There was also fresh water and land where crops could be grown.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (winter was near, so they had to build shelters fast) with new words. B changes coming into over, the opposite. C drops that they needed to build quickly, so it is not complete. · SAY, Sample: “They began building small homes and collecting wood for fires.” Same meaning and facts, new words. · REBUILD, Sample: “The Pilgrims looked around the land and found an area called Plymouth.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Plymouth became the place where the Pilgrims settled.” THINK: This shows the Pilgrims made Plymouth their home. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 3 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 6 of 36

Slide 9 of 10

Read this part of the passage.

Winter was coming, and the Pilgrims needed to begin building shelters quickly. They started constructing small homes and gathering wood for fires.

Which sentence BEST paraphrases this part of the passage?

A With winter near, the Pilgrims quickly began building small homes and collecting wood for their fires.

B With winter near, the Pilgrims went hunting large bears for food.

C Since winter was far away, the Pilgrims did not build anything.

D Winter was coming.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Winter was coming, and the Pilgrims needed to begin building shelters quickly. They started constructing small homes and gathering wood for fires."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 6 of 36

Slide 10 of 10

Correct answer: A With winter near, the Pilgrims quickly began building small homes and collecting wood for their fires.

WHY THIS IS CORRECT

A keeps both ideas (winter was near, so they built homes and gathered wood) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (hunting bears). C reverses the meaning (did not build). D leaves out the building and the wood, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, With winter near, the Pilgrims quickly began building small homes and collecting wood for their fires. A keeps both ideas (winter was near, so they built homes and gathered wood) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (hunting bears). C reverses the meaning (did not build). D leaves out the building and the wood, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, With winter near, the Pilgrims quickly began building small homes and collecting wood for their fires

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"The Pilgrims explored the land and found an area called Plymouth."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'The Pilgrims explored the land and found an area called Plymouth.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "The Pilgrims looked around the land and found an area called Plymouth." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 7 of 36 · Grade 3 • Cluster 1 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The Pilgrims looked around the land and found an area called Plymouth." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "In 1620, the Pilgrims sailed across the Atlantic Ocean looking for a place to live freely."
A. In 1620, the Pilgrims crossed the Atlantic Ocean to find a place where many of them could live freely.
B. In 1620, the Pilgrims stayed home and did not sail anywhere.
C. The Pilgrims sailed.

I CAN I can pick the paraphrase that keeps the meaning.

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TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'In 1620, the Pilgrims sailed across the Atlantic Ocean looking for a place to live freely.' A. In 1620, the Pilgrims crossed the Atlantic Ocean to find a place where many of them could live freely. B. In 1620, the Pilgrims stayed home and did not sail anywhere. C. The Pilgrims sailed."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (in 1620 the Pilgrims crossed the ocean to live freely) with new words. B changes sailed into stayed home, the opposite. C drops the year and the reason, so it is not complete.

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (in 1620 the Pilgrims crossed the ocean to live freely) with new words. B changes sailed into stayed home, the opposite. C drops the year and the reason, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"There was also fresh water and land where crops could grow."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'There was also fresh water and land where crops could grow.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "There was also fresh water and land where crops could be grown." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 7 of 36 · Grade 3 • Cluster 1 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "There was also fresh water and land where crops could be grown." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "They started constructing small homes and gathering wood for fires."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'They started constructing small homes and gathering wood for fires.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "They began building small homes and collecting wood for fires." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 7 of 36 · Grade 3 • Cluster 1 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "They began building small homes and collecting wood for fires." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Plymouth became the place where they settled."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Plymouth became the place where they settled.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Plymouth became the place where the Pilgrims settled." THINK: This shows Plymouth became the Pilgrims' home. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Plymouth became the place where the Pilgrims settled." THINK: This shows Plymouth became the Pilgrims' home. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 7 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "The Pilgrims explored the land and found an area called Plymouth." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 7 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing



MEANING
Monday

Sample: “The Pilgrims looked around the land and found an area called Plymouth.” Same meaning, new words.



CHOOSE
Tuesday

A is best. It keeps the meaning (in 1620 the Pilgrims crossed the ocean to live freely) with new words. **B** changes sailed into stayed home, the opposite. **C** drops the year and the reason, so it is not complete.



SAY
Wednesday

Sample: “There was also fresh water and land where crops could be grown.” Same meaning and facts, new words.



REBUILD
Thursday

Sample: “They began building small homes and collecting wood for fires.” The words and order change, but the meaning stays.



APPLY
Friday

TAP paraphrase: “Plymouth became the place where the Pilgrims settled.” THINK: This shows Plymouth became the Pilgrims’ home. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “The Pilgrims looked around the land and found an area called Plymouth.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (in 1620 the Pilgrims crossed the ocean to live freely) with new words. B changes sailed into stayed home, the opposite. C drops the year and the reason, so it is not complete. SAY, Sample: “There was also fresh water and land where crops could be grown.” Same meaning and facts, new words. REBUILD, Sample: “They began building small homes and collecting wood for fires.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Plymouth became the place where the Pilgrims settled.” THINK: This shows Plymouth became the Pilgrims’ home. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The Pilgrims looked around the land and found an area called Plymouth.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (in 1620 the Pilgrims crossed the ocean to live freely) with new words. B changes sailed into stayed home, the opposite. C drops the year and the reason, so it is not complete. · SAY, Sample: “There was also fresh water and land where crops could be grown.” Same meaning and facts, new words. · REBUILD, Sample: “They began building small homes and collecting wood for fires.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Plymouth became the place where the Pilgrims settled.” THINK: This shows Plymouth became the Pilgrims’ home. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 7 of 36

Slide 9 of 10

Read this part of the passage.

In 1620, the Pilgrims sailed across the Atlantic Ocean looking for a place where many of them could live and practice their beliefs freely.

Which sentence BEST paraphrases this part of the passage?

A In 1620, the Pilgrims crossed the Atlantic Ocean to find a place where many of them could live and follow their beliefs freely.

B In 1620, the Pilgrims crossed the ocean to search for hidden treasure.

C In 1620, the Pilgrims sailed to visit friends and then go home.

D The Pilgrims sailed across the ocean.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: In 1620, the Pilgrims sailed across the Atlantic Ocean looking for a place where many of them could live and practice their beliefs freely."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 7 of 36

Slide 10 of 10

Correct answer: A In 1620, the Pilgrims crossed the Atlantic Ocean to find a place where many of them could live and follow their beliefs freely.

WHY THIS IS CORRECT

A keeps both ideas (in 1620 they crossed the ocean, to live and follow their beliefs freely) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (treasure). C changes the reason (to visit friends). D leaves out the year and the reason, so it is not complete.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, In 1620, the Pilgrims crossed the Atlantic Ocean to find a place where many of them could live and follow their beliefs freely. A keeps both ideas (in 1620 they crossed the ocean, to live and follow their beliefs freely) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (treasure). C changes the reason (to visit friends). D leaves out the year and the reason, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, In 1620, the Pilgrims crossed the Atlantic Ocean to find a place where many of them could live and follow their beliefs freely

(7)(D) · Paraphrasing · Sheet 7 of 36 · Grade 3 • Cluster 1 • Module 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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MONDAY • FOUNDATIONAL (Beginning)
PARAPHRASING

SHEET 8 of 36

TEKS (7)(D) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Plymouth became the place where the Pilgrims settled."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Plymouth became the place where the Pilgrims settled.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Plymouth became the place where the Pilgrims made their home." Same meaning, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Plymouth became the place where the Pilgrims made their home." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "They started constructing small homes and gathering wood for fires."
A. They began building small homes and collecting wood for fires.
B. They tore down their homes and put out their fires.
C. They built homes.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'They started constructing small homes and gathering wood for fires.' A. They began building small homes and collecting wood for fires. B. They tore down their homes and put out their fires. C. They built homes."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (they built small homes and gathered wood for fires) with new words. B changes built into tore down, the opposite. C drops the wood for fires, so it is not complete.

(7)(D) · Paraphrasing · Sheet 8 of 36 · Grade 3 • Cluster 1 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (they built small homes and gathered wood for fires) with new words. B changes built into tore down, the opposite. C drops the wood for fires, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Nearby were forests filled with tall trees that could be used to build homes and ships."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Nearby were forests filled with tall trees that could be used to build homes and ships.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Nearby forests had tall trees that could be used to build homes and ships." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 8 of 36 · Grade 3 • Cluster 1 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Nearby forests had tall trees that could be used to build homes and ships." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "There was also fresh water and land where crops could grow."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'There was also fresh water and land where crops could grow.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "There was also fresh water and land where crops could be grown." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 8 of 36 · Grade 3 • Cluster 1 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "There was also fresh water and land where crops could be grown." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Plymouth became the place where they settled."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Plymouth became the place where they settled.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Plymouth became the place where the Pilgrims settled." THINK: This shows the Pilgrims' hard work led to a permanent home. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Plymouth became the place where the Pilgrims settled." THINK: This shows the Pilgrims' hard work led to a permanent home. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

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YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 8 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Plymouth became the place where the Pilgrims settled." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 8 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 8 of 36

Slide 8 of 10

MEANING Monday	Sample: “Plymouth became the place where the Pilgrims made their home.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (they built small homes and gathered wood for fires) with new words. **B** changes built into tore down, the opposite. **C** drops the wood for fires, so it is not complete.
SAY Wednesday	Sample: “Nearby forests had tall trees that could be used to build homes and ships.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “There was also fresh water and land where crops could be grown.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Plymouth became the place where the Pilgrims settled.” THINK: This shows the Pilgrims’ hard work led to a permanent home. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Plymouth became the place where the Pilgrims made their home.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (they built small homes and gathered wood for fires) with new words. B changes built into tore down, the opposite. C drops the wood for fires, so it is not complete. SAY, Sample: “Nearby forests had tall trees that could be used to build homes and ships.” Same meaning and facts, new words. REBUILD, Sample: “There was also fresh water and land where crops could be grown.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Plymouth became the place where the Pilgrims settled.” THINK: This shows the Pilgrims’ hard work led to a permanent home. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Plymouth became the place where the Pilgrims made their home.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (they built small homes and gathered wood for fires) with new words. B changes built into tore down, the opposite. C drops the wood for fires, so it is not complete. · SAY, Sample: “Nearby forests had tall trees that could be used to build homes and ships.” Same meaning and facts, new words. · REBUILD, Sample: “There was also fresh water and land where crops could be grown.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Plymouth became the place where the Pilgrims settled.” THINK: This shows the Pilgrims’ hard work led to a permanent home. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 8 of 36

Slide 9 of 10

Read this part of the passage.

The Pilgrims started constructing small homes and gathering wood for fires. Soon, Plymouth became the place where they settled.

Which sentence BEST paraphrases this part of the passage?

A The Pilgrims built small homes and gathered firewood, and Plymouth soon became their settlement.

B The Pilgrims built small homes and became the richest people in the world.

C The Pilgrims never built any homes and left Plymouth behind.

D The Pilgrims built shelters.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: The Pilgrims started constructing small homes and gathering wood for fires. Soon, Plymouth became the place where they settled."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 8 of 36

Slide 10 of 10

Correct answer: A The Pilgrims built small homes and gathered firewood, and Plymouth soon became their settlement.

WHY THIS IS CORRECT

A keeps both ideas (they built homes and gathered wood, and Plymouth became their settlement) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (richest people). C reverses the meaning (never built, left Plymouth). D leaves out that Plymouth became their settlement, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, The Pilgrims built small homes and gathered firewood, and Plymouth soon became their settlement. A keeps both ideas (they built homes and gathered wood, and Plymouth became their settlement) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (richest people). C reverses the meaning (never built, left Plymouth). D leaves out that Plymouth became their settlement, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, The Pilgrims built small homes and gathered firewood, and Plymouth soon became their settlement

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"She was born in 1867 in Wisconsin."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'She was born in 1867 in Wisconsin.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Laura was born in Wisconsin in 1867." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 3 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Laura was born in Wisconsin in 1867." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Laura Ingalls Wilder became famous for writing the Little House books."
A. Laura Ingalls Wilder became famous because she wrote the Little House books.
B. Laura Ingalls Wilder became famous for reading the Little House books.
C. Laura wrote some books.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Laura Ingalls Wilder became famous for writing the Little House books.' A. Laura Ingalls Wilder became famous because she wrote the Little House books. B. Laura Ingalls Wilder became famous for reading the Little House books. C. Laura wrote some books."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (she became famous because she wrote the Little House books) with new words. B changes writing into reading. C drops the Little House books and her fame, so it is not complete.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 3 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (she became famous because she wrote the Little House books) with new words. B changes writing into reading. C drops the Little House books and her fame, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

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TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"When Laura was a little girl, her family moved many times as they looked for new places to live."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'When Laura was a little girl, her family moved many times as they looked for new places to live.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "As a young girl, Laura moved often with her family as they searched for new places to live." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 3 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "As a young girl, Laura moved often with her family as they searched for new places to live." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "She wanted people to understand what life was like for families living long ago."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'She wanted people to understand what life was like for families living long ago.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "She wanted people to know what life was like for families in the past." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 3 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "She wanted people to know what life was like for families in the past." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Today, Laura Ingalls Wilder is remembered as an important author."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Today, Laura Ingalls Wilder is remembered as an important author.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Laura Ingalls Wilder is remembered today as an important author." THINK: This shows her writing still matters long after her life. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Laura Ingalls Wilder is remembered today as an important author." THINK: This shows her writing still matters long after her life. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 9 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "She was born in 1867 in Wisconsin." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 9 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Laura was born in Wisconsin in 1867.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (she became famous because she wrote the Little House books) with new words. **B** changes writing into reading. **C** drops the Little House books and her fame, so it is not complete.
SAY Wednesday	Sample: “As a young girl, Laura moved often with her family as they searched for new places to live.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “She wanted people to know what life was like for families in the past.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Laura Ingalls Wilder is remembered today as an important author.” THINK: This shows her writing still matters long after her life. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Laura was born in Wisconsin in 1867.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (she became famous because she wrote the Little House books) with new words. B changes writing into reading. C drops the Little House books and her fame, so it is not complete. SAY, Sample: “As a young girl, Laura moved often with her family as they searched for new places to live.” Same meaning and facts, new words. REBUILD, Sample: “She wanted people to know what life was like for families in the past.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Laura Ingalls Wilder is remembered today as an important author.” THINK: This shows her writing still matters long after her life. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Laura was born in Wisconsin in 1867.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (she became famous because she wrote the Little House books) with new words. B changes writing into reading. C drops the Little House books and her fame, so it is not complete. · SAY, Sample: “As a young girl, Laura moved often with her family as they searched for new places to live.” Same meaning and facts, new words. · REBUILD, Sample: “She wanted people to know what life was like for families in the past.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Laura Ingalls Wilder is remembered today as an important author.” THINK: This shows her writing still matters long after her life. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 3 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin.

Which sentence BEST paraphrases this part of the passage?

A Laura Ingalls Wilder, born in Wisconsin in 1867, was a writer who told stories about growing up on the frontier.

B Laura Ingalls Wilder, born in 1867, was a writer who also became a famous singer.

C Laura Ingalls Wilder wrote stories about the future, not about her childhood.

D Laura Ingalls Wilder was a writer.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A Laura Ingalls Wilder, born in Wisconsin in 1867, was a writer who told stories about growing up on the frontier.

WHY THIS IS CORRECT

A keeps both ideas (she was born in Wisconsin in 1867, and she wrote about growing up on the frontier) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (a singer). C reverses the meaning (the future). D leaves out when she was born and what she wrote about, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Laura Ingalls Wilder, born in Wisconsin in 1867, was a writer who told stories about growing up on the frontier. A keeps both ideas (she was born in Wisconsin in 1867, and she wrote about growing up on the frontier) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (a singer). C reverses the meaning (the future). D leaves out when she was born and what she wrote about, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Laura Ingalls Wilder, born in Wisconsin in 1867, was a writer who told stories about growing up on the frontier

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 3 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"As Laura grew older, she began to write about the experiences she had as a child."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'As Laura grew older, she began to write about the experiences she had as a child.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "When Laura grew older, she started writing about her childhood." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 3 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "When Laura grew older, she started writing about her childhood." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "People could picture the wide fields, the small homes, and the busy days on the farm."
A. Readers could imagine the wide fields, the little homes, and the busy farm days.
B. People could not picture anything from Laura's stories.
C. There were fields and homes.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'People could picture the wide fields, the small homes, and the busy days on the farm.' A. Readers could imagine the wide fields, the little homes, and the busy farm days. B. People could not picture anything from Laura's stories. C. There were fields and homes."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (readers could imagine the fields, homes, and busy farm days) with new words. B changes could picture into could not picture, the opposite. C drops the busy days and how vivid the stories were, so it is not complete.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 3 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (readers could imagine the fields, homes, and busy farm days) with new words. B changes could picture into could not picture, the opposite. C drops the busy days and how vivid the stories were, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"She wanted people to understand what life was like for families living long ago."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'She wanted people to understand what life was like for families living long ago.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "She wanted people to know what life was like for families in the past." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 3 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "She wanted people to know what life was like for families in the past." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "These books told stories about her life and her family."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'These books told stories about her life and her family.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "These books told stories about Laura's life and family." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 3 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "These books told stories about Laura's life and family." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Her books continue to inspire readers and show how storytelling can keep history alive."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Her books continue to inspire readers and show how storytelling can keep history alive.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Her books still inspire readers and keep history alive through storytelling." THINK: This shows the lasting power of Laura's stories. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 3 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Her books still inspire readers and keep history alive through storytelling." THINK: This shows the lasting power of Laura's stories. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 10 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "As Laura grew older, she began to write about the experiences she had as a child." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 10 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “When Laura grew older, she started writing about her childhood.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (readers could imagine the fields, homes, and busy farm days) with new words. **B** changes could picture into could not picture, the opposite. **C** drops the busy days and how vivid the stories were, so it is not complete.
SAY Wednesday	Sample: “She wanted people to know what life was like for families in the past.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “These books told stories about Laura’s life and family.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Her books still inspire readers and keep history alive through storytelling.” THINK: This shows the lasting power of Laura’s stories. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “When Laura grew older, she started writing about her childhood.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (readers could imagine the fields, homes, and busy farm days) with new words. B changes could picture into could not picture, the opposite. C drops the busy days and how vivid the stories were, so it is not complete. SAY, Sample: “She wanted people to know what life was like for families in the past.” Same meaning and facts, new words. REBUILD, Sample: “These books told stories about Laura’s life and family.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Her books still inspire readers and keep history alive through storytelling.” THINK: This shows the lasting power of Laura’s stories. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “When Laura grew older, she started writing about her childhood.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (readers could imagine the fields, homes, and busy farm days) with new words. B changes could picture into could not picture, the opposite. C drops the busy days and how vivid the stories were, so it is not complete. · SAY, Sample: “She wanted people to know what life was like for families in the past.” Same meaning and facts, new words. · REBUILD, Sample: “These books told stories about Laura’s life and family.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Her books still inspire readers and keep history alive through storytelling.” THINK: This shows the lasting power of Laura’s stories. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 3 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 10 of 36

Slide 9 of 10

Read this part of the passage.

Laura’s storytelling was special because she wrote in a way that made readers feel as if they were part of the story.

Which sentence BEST paraphrases this part of the passage?

A Laura’s writing was special because it made readers feel like they were inside the story.

B Laura’s writing was special, so she never had to edit any of her books.

C Laura’s storytelling made readers feel bored and left out.

D Laura’s storytelling was special.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Here is a question shaped just like the ones on a real test. Read this part of the passage: Laura’s storytelling was special because she wrote in a way that made readers feel as if they were part of the story.”

“Now, which sentence BEST paraphrases this part of the passage?”

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 3 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

“What if more than one looks right?” Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 10 of 36

Slide 10 of 10

Correct answer: A Laura's writing was special because it made readers feel like they were inside the story.

WHY THIS IS CORRECT

A keeps the meaning (her writing made readers feel part of the story) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (never edited). C reverses the meaning (bored and left out). D leaves out why it was special, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Laura's writing was special because it made readers feel like they were inside the story. A keeps the meaning (her writing made readers feel part of the story) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (never edited). C reverses the meaning (bored and left out). D leaves out why it was special, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Laura's writing was special because it made readers feel like they were inside the story

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 3 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Today, Laura Ingalls Wilder is remembered as an important author."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Today, Laura Ingalls Wilder is remembered as an important author.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Laura Ingalls Wilder is remembered today as an important author." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 3 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Laura Ingalls Wilder is remembered today as an important author." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "She wanted people to understand what life was like for families living long ago."
A. She wanted people to know what life was like for families in the past.
B. She wanted to keep the past a secret from everyone.
C. She wanted people to understand.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'She wanted people to understand what life was like for families living long ago.' A. She wanted people to know what life was like for families in the past. B. She wanted to keep the past a secret from everyone. C. She wanted people to understand."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (she wanted people to know about life for families in the past) with new words. B changes the meaning to the opposite (keep it a secret). C drops what she wanted people to understand, so it is not complete.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 3 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (she wanted people to know about life for families in the past) with new words. B changes the meaning to the opposite (keep it a secret). C drops what she wanted people to understand, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Laura Ingalls Wilder became famous for writing the Little House books."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Laura Ingalls Wilder became famous for writing the Little House books.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Laura Ingalls Wilder became famous because she wrote the Little House books." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 3 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Laura Ingalls Wilder became famous because she wrote the Little House books." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

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TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "People could picture the wide fields, the small homes, and the busy days on the farm."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'People could picture the wide fields, the small homes, and the busy days on the farm.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Readers could imagine the wide fields, the little homes, and the busy farm days." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 3 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Readers could imagine the wide fields, the little homes, and the busy farm days." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Her books show how storytelling can keep history alive."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Her books show how storytelling can keep history alive.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Her books show how storytelling can keep history alive." THINK: This shows why Laura's books still matter, they preserve the past. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Her books show how storytelling can keep history alive." THINK: This shows why Laura's books still matter, they preserve the past. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 11 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Today, Laura Ingalls Wilder is remembered as an important author." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 11 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Laura Ingalls Wilder is remembered today as an important author.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (she wanted people to know about life for families in the past) with new words. **B** changes the meaning to the opposite (keep it a secret). **C** drops what she wanted people to understand, so it is not complete.
SAY Wednesday	Sample: “Laura Ingalls Wilder became famous because she wrote the Little House books.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Readers could imagine the wide fields, the little homes, and the busy farm days.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Her books show how storytelling can keep history alive.” THINK: This shows why Laura’s books still matter, they preserve the past. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Laura Ingalls Wilder is remembered today as an important author.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (she wanted people to know about life for families in the past) with new words. B changes the meaning to the opposite (keep it a secret). C drops what she wanted people to understand, so it is not complete. SAY, Sample: “Laura Ingalls Wilder became famous because she wrote the Little House books.” Same meaning and facts, new words. REBUILD, Sample: “Readers could imagine the wide fields, the little homes, and the busy farm days.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Her books show how storytelling can keep history alive.” THINK: This shows why Laura’s books still matter, they preserve the past. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Laura Ingalls Wilder is remembered today as an important author.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (she wanted people to know about life for families in the past) with new words. B changes the meaning to the opposite (keep it a secret). C drops what she wanted people to understand, so it is not complete. · SAY, Sample: “Laura Ingalls Wilder became famous because she wrote the Little House books.” Same meaning and facts, new words. · REBUILD, Sample: “Readers could imagine the wide fields, the little homes, and the busy farm days.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Her books show how storytelling can keep history alive.” THINK: This shows why Laura’s books still matter, they preserve the past. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 3 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

As Laura grew older, she began to write about her childhood. She wanted people to understand what life was like long ago.

Which sentence BEST paraphrases this part of the passage?

A When Laura got older, she wrote about her childhood so people could understand life in the past.

B When Laura got older, she wrote about her childhood and moved back to Wisconsin.

C Laura only wrote about her life as a grown, up, not her childhood.

D Laura began to write.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: As Laura grew older, she began to write about her childhood. She wanted people to understand what life was like long ago."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A When Laura got older, she wrote about her childhood so people could understand life in the past.

WHY THIS IS CORRECT

A keeps both ideas (she wrote about her childhood, so people could understand the past) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (moved back to Wisconsin). C reverses the meaning (only as a grown, up). D leaves out why she wrote, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, When Laura got older, she wrote about her childhood so people could understand life in the past. A keeps both ideas (she wrote about her childhood, so people could understand the past) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (moved back to Wisconsin). C reverses the meaning (only as a grown, up). D leaves out why she wrote, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, When Laura got older, she wrote about her childhood so people could understand life in the past

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Her books continue to inspire readers and show how storytelling can keep history alive."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Her books continue to inspire readers and show how storytelling can keep history alive.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Her books still inspire readers and show how storytelling can keep history alive." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 12 of 36 · Grade 3 • Cluster 2 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Her books still inspire readers and show how storytelling can keep history alive." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "When Laura was a little girl, her family moved many times as they looked for new places to live."
A. As a young girl, Laura moved often with her family as they searched for new places to live.
B. As a young girl, Laura stayed in one place her whole childhood.
C. Laura's family moved.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'When Laura was a little girl, her family moved many times as they looked for new places to live.' A. As a young girl, Laura moved often with her family as they searched for new places to live. B. As a young girl, Laura stayed in one place her whole childhood. C. Laura's family moved."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (as a young girl, Laura moved often as her family searched for new places) with new words. B changes moved many times into stayed in one place, the opposite. C drops that they moved often and why, so it is not complete.

(7)(D) · Paraphrasing · Sheet 12 of 36 · Grade 3 • Cluster 2 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (as a young girl, Laura moved often as her family searched for new places) with new words. B changes moved many times into stayed in one place, the opposite. C drops that they moved often and why, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"These books told stories about her life and her family."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'These books told stories about her life and her family.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "These books told stories about Laura's life and family." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 12 of 36 · Grade 3 • Cluster 2 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "These books told stories about Laura's life and family." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Today, Laura Ingalls Wilder is remembered as an important author."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Today, Laura Ingalls Wilder is remembered as an important author.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Laura Ingalls Wilder is remembered today as an important author." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 12 of 36 · Grade 3 • Cluster 2 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Laura Ingalls Wilder is remembered today as an important author." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Her books continue to inspire readers and keep history alive."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Her books continue to inspire readers and keep history alive.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Her books still inspire readers and keep history alive." THINK: This shows Laura's lasting effect on readers. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 12 of 36 · Grade 3 • Cluster 2 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Her books still inspire readers and keep history alive." THINK: This shows Laura's lasting effect on readers. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 12 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Her books continue to inspire readers and show how storytelling can keep history alive." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 12 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Her books still inspire readers and show how storytelling can keep history alive.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (as a young girl, Laura moved often as her family searched for new places) with new words. **B** changes moved many times into stayed in one place, the opposite. **C** drops that they moved often and why, so it is not complete.
SAY Wednesday	Sample: “These books told stories about Laura’s life and family.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Laura Ingalls Wilder is remembered today as an important author.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Her books still inspire readers and keep history alive.” THINK: This shows Laura’s lasting effect on readers. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Her books still inspire readers and show how storytelling can keep history alive.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (as a young girl, Laura moved often as her family searched for new places) with new words. B changes moved many times into stayed in one place, the opposite. C drops that they moved often and why, so it is not complete. SAY, Sample: “These books told stories about Laura’s life and family.” Same meaning and facts, new words. REBUILD, Sample: “Laura Ingalls Wilder is remembered today as an important author.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Her books still inspire readers and keep history alive.” THINK: This shows Laura’s lasting effect on readers. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Her books still inspire readers and show how storytelling can keep history alive.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (as a young girl, Laura moved often as her family searched for new places) with new words. B changes moved many times into stayed in one place, the opposite. C drops that they moved often and why, so it is not complete. · SAY, Sample: “These books told stories about Laura’s life and family.” Same meaning and facts, new words. · REBUILD, Sample: “Laura Ingalls Wilder is remembered today as an important author.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Her books still inspire readers and keep history alive.” THINK: This shows Laura’s lasting effect on readers. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 12 of 36

Slide 9 of 10

Read this part of the passage.

Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive.

Which sentence BEST paraphrases this part of the passage?

A Laura Ingalls Wilder is remembered today as an important author whose books still inspire readers and keep history alive through storytelling.

B Laura Ingalls Wilder is remembered as the best, selling author of all time.

C Today, few people remember Laura Ingalls Wilder or her books.

D Laura Ingalls Wilder is remembered today.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 12 of 36

Slide 10 of 10

Correct answer: A Laura Ingalls Wilder is remembered today as an important author whose books still inspire readers and keep history alive through storytelling.

WHY THIS IS CORRECT

A keeps both ideas (she is remembered as an important author, and her books inspire and keep history alive) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (best, selling of all time). C reverses the meaning (few remember her). D leaves out her books and their effect, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Laura Ingalls Wilder is remembered today as an important author whose books still inspire readers and keep history alive through storytelling. A keeps both ideas (she is remembered as an important author, and her books inspire and keep history alive) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (best, selling of all time). C reverses the meaning (few remember her). D leaves out her books and their effect, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Laura Ingalls Wilder is remembered today as an important author whose books still inspire readers and keep history alive through storytelling

(7)(D) · Paraphrasing · Sheet 12 of 36 · Grade 3 • Cluster 2 • Module 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Long ago, people argued over land and things."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Long ago, people argued over land and things.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Long ago, people argued about land and belongings." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 3 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Long ago, people argued about land and belongings." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Some took more food while others had too little."
A. Some people took extra food while others did not have enough.
B. Everyone had exactly the same amount of food.
C. There was food.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Some took more food while others had too little.' A. Some people took extra food while others did not have enough. B. Everyone had exactly the same amount of food. C. There was food."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (some took extra food while others did not have enough) with new words. B changes the meaning to the opposite (everyone had the same). C drops that some had too little, so it is not complete.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 3 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (some took extra food while others did not have enough) with new words. B changes the meaning to the opposite (everyone had the same). C drops that some had too little, so it is not complete.

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Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Without clear rules, many small problems quickly grew into one big problem."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Without clear rules, many small problems quickly grew into one big problem.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "With no clear rules, small problems soon grew into one big problem." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 3 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "With no clear rules, small problems soon grew into one big problem." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "So people gathered, searching for a way to write fair rules that everyone would obey."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'So people gathered, searching for a way to write fair rules that everyone would obey.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "So people came together to find a way to write fair rules that all would follow." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 3 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "So people came together to find a way to write fair rules that all would follow." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "With laws to guide what people say and do, communities could grow more safe and true."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'With laws to guide what people say and do, communities could grow more safe and true.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "With laws to guide what people say and do, communities could grow safer and truer." THINK: This shows the poem's point, that laws help communities. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 3 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "With laws to guide what people say and do, communities could grow safer and truer." THINK: This shows the poem's point, that laws help communities. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 13 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Long ago, people argued over land and things." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 13 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 3 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Long ago, people argued about land and belongings.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (some took extra food while others did not have enough) with new words. **B** changes the meaning to the opposite (everyone had the same). **C** drops that some had too little, so it is not complete.
SAY Wednesday	Sample: “With no clear rules, small problems soon grew into one big problem.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “So people came together to find a way to write fair rules that all would follow.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “With laws to guide what people say and do, communities could grow safer and truer.” THINK: This shows the poem’s point, that laws help communities. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Long ago, people argued about land and belongings.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (some took extra food while others did not have enough) with new words. B changes the meaning to the opposite (everyone had the same). C drops that some had too little, so it is not complete. SAY, Sample: “With no clear rules, small problems soon grew into one big problem.” Same meaning and facts, new words. REBUILD, Sample: “So people came together to find a way to write fair rules that all would follow.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “With laws to guide what people say and do, communities could grow safer and truer.” THINK: This shows the poem’s point, that laws help communities. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Long ago, people argued about land and belongings.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (some took extra food while others did not have enough) with new words. B changes the meaning to the opposite (everyone had the same). C drops that some had too little, so it is not complete. · SAY, Sample: “With no clear rules, small problems soon grew into one big problem.” Same meaning and facts, new words. · REBUILD, Sample: “So people came together to find a way to write fair rules that all would follow.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “With laws to guide what people say and do, communities could grow safer and truer.” THINK: This shows the poem’s point, that laws help communities. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Without clear rules to guide what should be done, many small problems quickly grew to one.

Which sentence BEST paraphrases this part of the passage?

A When there were no clear rules to follow, many little problems soon turned into one big problem.

B When there were no clear rules, people gave up and left the town.

C Clear rules made all of the problems disappear right away.

D There were small problems.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Without clear rules to guide what should be done, many small problems quickly grew to one."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A When there were no clear rules to follow, many little problems soon turned into one big problem.

WHY THIS IS CORRECT

A keeps both ideas (no clear rules, and small problems grew into one big one) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (left the town). C changes the meaning (about clear rules solving problems). D leaves out the cause and the big problem, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, When there were no clear rules to follow, many little problems soon turned into one big problem. A keeps both ideas (no clear rules, and small problems grew into one big one) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (left the town). C changes the meaning (about clear rules solving problems). D leaves out the cause and the big problem, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, When there were no clear rules to follow, many little problems soon turned into one big problem

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Strong voices won while quiet ones stayed brittle."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Strong voices won while quiet ones stayed brittle.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Loud voices won while quiet ones were left weak." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 3 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Loud voices won while quiet ones were left weak." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "So people gathered, searching for a way to write fair rules that everyone would obey."
A. So people came together to find a way to write fair rules that all would follow.
B. So people gave up on making any rules at all.
C. People gathered.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'So people gathered, searching for a way to write fair rules that everyone would obey.' A. So people came together to find a way to write fair rules that all would follow. B. So people gave up on making any rules at all. C. People gathered."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (people came together to write fair rules everyone would follow) with new words. B changes the meaning to the opposite (gave up). C drops why they gathered, so it is not complete.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 3 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (people came together to write fair rules everyone would follow) with new words. B changes the meaning to the opposite (gave up). C drops why they gathered, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Disagreements spread like storms across the town."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Disagreements spread like storms across the town.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Arguments spread through the town like storms." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 3 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Arguments spread through the town like storms." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "With laws to guide what people say and do, communities could grow more safe and true."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'With laws to guide what people say and do, communities could grow more safe and true.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "With laws to guide how people speak and act, communities could grow safer and truer." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 3 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "With laws to guide how people speak and act, communities could grow safer and truer." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Fair rules help communities grow safe and true."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Fair rules help communities grow safe and true.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Fair rules help communities grow safe and true." THINK: This shows the poem's main idea, that fair laws make communities better. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 3 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Fair rules help communities grow safe and true." THINK: This shows the poem's main idea, that fair laws make communities better. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 14 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: “Strong voices won while quiet ones stayed brittle.” Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today’s passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 14 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Now make this thinking your own.”

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today’s passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

“Can I use my own topic?” Use today’s passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student’s paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Loud voices won while quiet ones were left weak.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (people came together to write fair rules everyone would follow) with new words. **B** changes the meaning to the opposite (gave up). **C** drops why they gathered, so it is not complete.
SAY Wednesday	Sample: “Arguments spread through the town like storms.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “With laws to guide how people speak and act, communities could grow safer and truer.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Fair rules help communities grow safe and true.” THINK: This shows the poem’s main idea, that fair laws make communities better. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Loud voices won while quiet ones were left weak.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (people came together to write fair rules everyone would follow) with new words. B changes the meaning to the opposite (gave up). C drops why they gathered, so it is not complete. SAY, Sample: “Arguments spread through the town like storms.” Same meaning and facts, new words. REBUILD, Sample: “With laws to guide how people speak and act, communities could grow safer and truer.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Fair rules help communities grow safe and true.” THINK: This shows the poem’s main idea, that fair laws make communities better. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Loud voices won while quiet ones were left weak.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (people came together to write fair rules everyone would follow) with new words. B changes the meaning to the opposite (gave up). C drops why they gathered, so it is not complete. · SAY, Sample: “Arguments spread through the town like storms.” Same meaning and facts, new words. · REBUILD, Sample: “With laws to guide how people speak and act, communities could grow safer and truer.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Fair rules help communities grow safe and true.” THINK: This shows the poem’s main idea, that fair laws make communities better. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 14 of 36

Slide 9 of 10

Read this part of the passage.

So people gathered, searching for a way to write fair rules that everyone would obey. With laws to guide what people say and do, communities could grow more safe and true.

Which sentence BEST paraphrases this part of the passage?

A People came together to make fair rules everyone would follow, and with laws to guide them, communities could grow safer and better.

B People came together to make fair rules, and after that no one ever disagreed again.

C People decided that laws were not needed at all.

D People gathered to make rules.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: So people gathered, searching for a way to write fair rules that everyone would obey. With laws to guide what people say and do, communities could grow more safe and true."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 3 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A People came together to make fair rules everyone would follow, and with laws to guide them, communities could grow safer and better.

WHY THIS IS CORRECT

A keeps both ideas (people made fair rules to follow, and laws helped communities grow safer) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (no one ever disagreed). C reverses the meaning (laws not needed). D leaves out what the rules did, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, People came together to make fair rules everyone would follow, and with laws to guide them, communities could grow safer and better. A keeps both ideas (people made fair rules to follow, and laws helped communities grow safer) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (no one ever disagreed). C reverses the meaning (laws not needed). D leaves out what the rules did, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, People came together to make fair rules everyone would follow, and with laws to guide them, communities could grow safer and better

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 3 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"So people gathered, searching for a way to write fair rules."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'So people gathered, searching for a way to write fair rules.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "So people came together to find a way to write fair rules." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 3 • Cluster 3 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "So people came together to find a way to write fair rules." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Disagreements spread like storms across the town, and fairness often seemed to tumble down."
A. Arguments spread through the town like storms, and fairness often seemed to fall apart.
B. Everyone in the town always agreed, and fairness grew strong.
C. There were disagreements.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Disagreements spread like storms across the town, and fairness often seemed to tumble down.' A. Arguments spread through the town like storms, and fairness often seemed to fall apart. B. Everyone in the town always agreed, and fairness grew strong. C. There were disagreements."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (arguments spread like storms and fairness fell apart) with new words. B changes the meaning to the opposite (everyone agreed). C drops the storms and the loss of fairness, so it is not complete.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 3 • Cluster 3 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (arguments spread like storms and fairness fell apart) with new words. B changes the meaning to the opposite (everyone agreed). C drops the storms and the loss of fairness, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Long ago, people argued over land and things."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Long ago, people argued over land and things.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Long ago, people argued about land and belongings." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 3 • Cluster 3 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Long ago, people argued about land and belongings." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Some took more food while others had too little."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Some took more food while others had too little.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Some people took extra food while others did not have enough." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 3 • Cluster 3 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Some people took extra food while others did not have enough." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "With laws to guide what people say and do, communities could grow more safe and true."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'With laws to guide what people say and do, communities could grow more safe and true.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "With laws to guide what people say and do, communities could grow safer and truer." THINK: This shows how laws bring back the fairness that was lost. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "With laws to guide what people say and do, communities could grow safer and truer." THINK: This shows how laws bring back the fairness that was lost. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 15 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "So people gathered, searching for a way to write fair rules." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 15 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing



MEANING
Monday

Sample: “So people came together to find a way to write fair rules.” Same meaning, new words.



CHOOSE
Tuesday

A is best. It keeps the meaning (arguments spread like storms and fairness fell apart) with new words. **B** changes the meaning to the opposite (everyone agreed). **C** drops the storms and the loss of fairness, so it is not complete.



SAY
Wednesday

Sample: “Long ago, people argued about land and belongings.” Same meaning and facts, new words.



REBUILD
Thursday

Sample: “Some people took extra food while others did not have enough.” The words change, but the meaning stays.



APPLY
Friday

TAP paraphrase: “With laws to guide what people say and do, communities could grow safer and truer.” THINK: This shows how laws bring back the fairness that was lost. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⏱ ~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “So people came together to find a way to write fair rules.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (arguments spread like storms and fairness fell apart) with new words. B changes the meaning to the opposite (everyone agreed). C drops the storms and the loss of fairness, so it is not complete. SAY, Sample: “Long ago, people argued about land and belongings.” Same meaning and facts, new words. REBUILD, Sample: “Some people took extra food while others did not have enough.” The words change, but the meaning stays. APPLY, TAP paraphrase: “With laws to guide what people say and do, communities could grow safer and truer.” THINK: This shows how laws bring back the fairness that was lost. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “So people came together to find a way to write fair rules.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (arguments spread like storms and fairness fell apart) with new words. B changes the meaning to the opposite (everyone agreed). C drops the storms and the loss of fairness, so it is not complete. · SAY, Sample: “Long ago, people argued about land and belongings.” Same meaning and facts, new words. · REBUILD, Sample: “Some people took extra food while others did not have enough.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “With laws to guide what people say and do, communities could grow safer and truer.” THINK: This shows how laws bring back the fairness that was lost. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Disagreements spread like storms across the town, and fairness often seemed to tumble down.

Which sentence BEST paraphrases this part of the passage?

A Arguments spread across the town like storms, and fairness often seemed to fall apart.

B Arguments spread across the town until a real storm destroyed it.

C The town was always peaceful, and everything stayed fair.

D There were disagreements.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Disagreements spread like storms across the town, and fairness often seemed to tumble down."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 15 of 36

Slide 10 of 10

Correct answer: A Arguments spread across the town like storms, and fairness often seemed to fall apart.

WHY THIS IS CORRECT

A keeps both ideas (arguments spread like storms, and fairness fell apart) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds a literal idea the poem never means (a real storm destroyed it). C reverses the meaning (always peaceful and fair). D leaves out the storms and the lost fairness, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Arguments spread across the town like storms, and fairness often seemed to fall apart. A keeps both ideas (arguments spread like storms, and fairness fell apart) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds a literal idea the poem never means (a real storm destroyed it). C reverses the meaning (always peaceful and fair). D leaves out the storms and the lost fairness, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Arguments spread across the town like storms, and fairness often seemed to fall apart

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"With laws to guide what people say and do, communities could grow more safe and true."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'With laws to guide what people say and do, communities could grow more safe and true.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "With laws to guide how people speak and act, communities could grow safer and truer." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 3 • Cluster 3 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "With laws to guide how people speak and act, communities could grow safer and truer." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Without clear rules to guide what should be done, many small problems quickly grew to one."
A. When there were no clear rules, small problems quickly grew into a big one.
B. Clear rules caused many small problems to appear.
C. There were rules.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Without clear rules to guide what should be done, many small problems quickly grew to one.' A. When there were no clear rules, small problems quickly grew into a big one. B. Clear rules caused many small problems to appear. C. There were rules."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (with no clear rules, small problems grew into a big one) with new words. B changes the meaning (clear rules caused problems). C drops the small problems growing, so it is not complete.

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 3 • Cluster 3 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (with no clear rules, small problems grew into a big one) with new words. B changes the meaning (clear rules caused problems). C drops the small problems growing, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Some took more food while others had too little."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Some took more food while others had too little.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Some people took extra food while others did not have enough." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 3 • Cluster 3 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Some people took extra food while others did not have enough." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "So people gathered, searching for a way to write fair rules that everyone would obey."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'So people gathered, searching for a way to write fair rules that everyone would obey.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "So people came together to find a way to write fair rules that all would follow." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 3 • Cluster 3 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "So people came together to find a way to write fair rules that all would follow." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "With laws to guide what people say and do, communities could grow more safe and true."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'With laws to guide what people say and do, communities could grow more safe and true.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "With laws to guide what people say and do, communities could grow safer and truer." THINK: This shows the poem's conclusion, that laws make communities better. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "With laws to guide what people say and do, communities could grow safer and truer." THINK: This shows the poem's conclusion, that laws make communities better. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 16 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "With laws to guide what people say and do, communities could grow more safe and true." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 16 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 16 of 36

Slide 8 of 10

MEANING Monday	Sample: “With laws to guide how people speak and act, communities could grow safer and truer.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (with no clear rules, small problems grew into a big one) with new words. **B** changes the meaning (clear rules caused problems). **C** drops the small problems growing, so it is not complete.
SAY Wednesday	Sample: “Some people took extra food while others did not have enough.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “So people came together to find a way to write fair rules that all would follow.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “With laws to guide what people say and do, communities could grow safer and truer.” THINK: This shows the poem’s conclusion, that laws make communities better. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “With laws to guide how people speak and act, communities could grow safer and truer.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (with no clear rules, small problems grew into a big one) with new words. B changes the meaning (clear rules caused problems). C drops the small problems growing, so it is not complete. SAY, Sample: “Some people took extra food while others did not have enough.” Same meaning and facts, new words. REBUILD, Sample: “So people came together to find a way to write fair rules that all would follow.” The words change, but the meaning stays. APPLY, TAP paraphrase: “With laws to guide what people say and do, communities could grow safer and truer.” THINK: This shows the poem’s conclusion, that laws make communities better. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “With laws to guide how people speak and act, communities could grow safer and truer.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (with no clear rules, small problems grew into a big one) with new words. B changes the meaning (clear rules caused problems). C drops the small problems growing, so it is not complete. · SAY, Sample: “Some people took extra food while others did not have enough.” Same meaning and facts, new words. · REBUILD, Sample: “So people came together to find a way to write fair rules that all would follow.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “With laws to guide what people say and do, communities could grow safer and truer.” THINK: This shows the poem’s conclusion, that laws make communities better. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 16 of 36

Slide 9 of 10

Read this part of the passage.

With laws to guide what people say and do, communities could grow more safe and true.

Which sentence BEST paraphrases this part of the passage?

A When laws guide how people speak and act, communities can grow safer and more honest.

B When laws guide how people act, everyone in the community becomes rich.

C Laws actually make communities less safe.

D There are laws.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: With laws to guide what people say and do, communities could grow more safe and true."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 16 of 36

Slide 10 of 10

Correct answer: A When laws guide how people speak and act, communities can grow safer and more honest.

WHY THIS IS CORRECT

A keeps the meaning (laws guide people, and communities grow safer and truer) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (becomes rich). C reverses the meaning (less safe). D leaves out what laws do for communities, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, When laws guide how people speak and act, communities can grow safer and more honest. A keeps the meaning (laws guide people, and communities grow safer and truer) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (becomes rich). C reverses the meaning (less safe). D leaves out what laws do for communities, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, When laws guide how people speak and act, communities can grow safer and more honest

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"He was born in 1706 in Boston and grew up curious about how things worked."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'He was born in 1706 in Boston and grew up curious about how things worked.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "He was born in Boston in 1706 and grew up curious about how things worked." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 3 • Cluster 4 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "He was born in Boston in 1706 and grew up curious about how things worked." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "One of Benjamin Franklin's most famous inventions was the lightning rod."
A. The lightning rod was one of Benjamin Franklin's most famous inventions.
B. The lightning rod was one of Franklin's least known inventions.
C. Franklin had inventions.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'One of Benjamin Franklin's most famous inventions was the lightning rod.' A. The lightning rod was one of Benjamin Franklin's most famous inventions. B. The lightning rod was one of Franklin's least known inventions. C. Franklin had inventions."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (the lightning rod was one of his most famous inventions) with new words. B changes most famous into least known. C drops the lightning rod, so it is not complete.

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 3 • Cluster 4 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (the lightning rod was one of his most famous inventions) with new words. B changes most famous into least known. C drops the lightning rod, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

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TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"During Franklin's time, lightning strikes often caused serious damage to buildings."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'During Franklin's time, lightning strikes often caused serious damage to buildings.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "In Franklin's day, lightning often badly damaged buildings." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 3 • Cluster 4 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "In Franklin's day, lightning often badly damaged buildings." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Franklin learned that metal could conduct electricity."

I CAN I can rebuild a sentence and keep its meaning.

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TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Franklin learned that metal could conduct electricity.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Franklin found out that metal could carry electricity." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 3 • Cluster 4 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Franklin found out that metal could carry electricity." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Franklin's curiosity and problem, solving ideas helped make communities safer."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Franklin's curiosity and problem, solving ideas helped make communities safer.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Franklin's curiosity and problem solving helped make communities safer." THINK: This shows how Franklin's thinking protected people. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 3 • Cluster 4 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Franklin's curiosity and problem solving helped make communities safer." THINK: This shows how Franklin's thinking protected people. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 17 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "He was born in 1706 in Boston and grew up curious about how things worked." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 17 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 3 • Cluster 4 • Module 1

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “He was born in Boston in 1706 and grew up curious about how things worked.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (the lightning rod was one of his most famous inventions) with new words. **B** changes most famous into least known. **C** drops the lightning rod, so it is not complete.
SAY Wednesday	Sample: “In Franklin’s day, lightning often badly damaged buildings.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Franklin found out that metal could carry electricity.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Franklin’s curiosity and problem solving helped make communities safer.” THINK: This shows how Franklin’s thinking protected people. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “He was born in Boston in 1706 and grew up curious about how things worked.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (the lightning rod was one of his most famous inventions) with new words. B changes most famous into least known. C drops the lightning rod, so it is not complete. SAY, Sample: “In Franklin’s day, lightning often badly damaged buildings.” Same meaning and facts, new words. REBUILD, Sample: “Franklin found out that metal could carry electricity.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Franklin’s curiosity and problem solving helped make communities safer.” THINK: This shows how Franklin’s thinking protected people. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “He was born in Boston in 1706 and grew up curious about how things worked.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (the lightning rod was one of his most famous inventions) with new words. B changes most famous into least known. C drops the lightning rod, so it is not complete. · SAY, Sample: “In Franklin’s day, lightning often badly damaged buildings.” Same meaning and facts, new words. · REBUILD, Sample: “Franklin found out that metal could carry electricity.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Franklin’s curiosity and problem solving helped make communities safer.” THINK: This shows how Franklin’s thinking protected people. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 3 • Cluster 4 • Module 1

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston.

Which sentence BEST paraphrases this part of the passage?

A Benjamin Franklin, born in Boston in 1706, was an inventor, writer, and leader who enjoyed solving problems in new ways.

B Benjamin Franklin, born in 1706, was a leader who later became president of the United States.

C Benjamin Franklin disliked solving problems and never invented anything.

D Benjamin Franklin was an inventor.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 17 of 36

Slide 10 of 10

Correct answer: A Benjamin Franklin, born in Boston in 1706, was an inventor, writer, and leader who enjoyed solving problems in new ways.

WHY THIS IS CORRECT

A keeps both ideas (born in Boston in 1706, and an inventor, writer, and leader who solved problems) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (president). C reverses the meaning (never invented). D leaves out when he was born and his other roles, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Benjamin Franklin, born in Boston in 1706, was an inventor, writer, and leader who enjoyed solving problems in new ways. A keeps both ideas (born in Boston in 1706, and an inventor, writer, and leader who solved problems) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (president). C reverses the meaning (never invented). D leaves out when he was born and his other roles, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Benjamin Franklin, born in Boston in 1706, was an inventor, writer, and leader who enjoyed solving problems in new ways

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 3 • Cluster 4 • Module 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"When lightning hit houses or churches, it could start fires."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'When lightning hit houses or churches, it could start fires.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "When lightning struck houses or churches, it could set them on fire." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 3 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "When lightning struck houses or churches, it could set them on fire." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground."
A. Franklin studied electricity and asked whether lightning could be guided safely into the ground.
B. Franklin never studied electricity or thought about lightning.
C. Franklin studied electricity.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground.' A. Franklin studied electricity and asked whether lightning could be guided safely into the ground. B. Franklin never studied electricity or thought about lightning. C. Franklin studied electricity."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (he studied electricity and wondered how to guide lightning safely into the ground) with new words. B changes studied into never studied, the opposite. C drops his question about guiding lightning, so it is not complete.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 3 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (he studied electricity and wondered how to guide lightning safely into the ground) with new words. B changes studied into never studied, the opposite. C drops his question about guiding lightning, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Through experiments, he learned that metal could conduct electricity."

I CAN I can read, hide, and say a paraphrase.

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TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Through experiments, he learned that metal could conduct electricity.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Through his experiments, he found that metal could carry electricity." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 3 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Through his experiments, he found that metal could carry electricity." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "This invention helped protect homes, barns, and churches from fires caused by lightning."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'This invention helped protect homes, barns, and churches from fires caused by lightning.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "The lightning rod helped keep homes, barns, and churches safe from lightning fires." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 3 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The lightning rod helped keep homes, barns, and churches safe from lightning fires." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Many buildings began adding lightning rods to their rooftops."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Many buildings began adding lightning rods to their rooftops.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Many buildings started adding lightning rods to their roofs." THINK: This shows the invention was useful enough that many people used it. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 3 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Many buildings started adding lightning rods to their roofs." THINK: This shows the invention was useful enough that many people used it. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 18 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "When lightning hit houses or churches, it could start fires." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 18 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 3 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “When lightning struck houses or churches, it could set them on fire.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (he studied electricity and wondered how to guide lightning safely into the ground) with new words. **B** changes studied into never studied, the opposite. **C** drops his question about guiding lightning, so it is not complete.
SAY Wednesday	Sample: “Through his experiments, he found that metal could carry electricity.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The lightning rod helped keep homes, barns, and churches safe from lightning fires.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Many buildings started adding lightning rods to their roofs.” THINK: This shows the invention was useful enough that many people used it. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “When lightning struck houses or churches, it could set them on fire.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (he studied electricity and wondered how to guide lightning safely into the ground) with new words. B changes studied into never studied, the opposite. C drops his question about guiding lightning, so it is not complete. SAY, Sample: “Through his experiments, he found that metal could carry electricity.” Same meaning and facts, new words. REBUILD, Sample: “The lightning rod helped keep homes, barns, and churches safe from lightning fires.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Many buildings started adding lightning rods to their roofs.” THINK: This shows the invention was useful enough that many people used it. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “When lightning struck houses or churches, it could set them on fire.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (he studied electricity and wondered how to guide lightning safely into the ground) with new words. B changes studied into never studied, the opposite. C drops his question about guiding lightning, so it is not complete. · SAY, Sample: “Through his experiments, he found that metal could carry electricity.” Same meaning and facts, new words. · REBUILD, Sample: “The lightning rod helped keep homes, barns, and churches safe from lightning fires.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Many buildings started adding lightning rods to their roofs.” THINK: This shows the invention was useful enough that many people used it. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 3 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 18 of 36

Slide 9 of 10

Read this part of the passage.

During Franklin’s time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires.

Which sentence BEST paraphrases this part of the passage?

A In Franklin’s day, lightning often badly damaged buildings, and it could set houses or churches on fire when it struck them.

B In Franklin’s day, lightning damaged buildings, so people stopped building churches.

C In Franklin’s day, lightning never caused any damage at all.

D Lightning struck buildings.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Here is a question shaped just like the ones on a real test. Read this part of the passage: During Franklin’s time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires.”

“Now, which sentence BEST paraphrases this part of the passage?”

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 3 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

“What if more than one looks right?” Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 18 of 36

Slide 10 of 10

Correct answer: A In Franklin's day, lightning often badly damaged buildings, and it could set houses or churches on fire when it struck them.

WHY THIS IS CORRECT

A keeps both ideas (lightning damaged buildings, and it could start fires) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (stopped building churches). C reverses the meaning (never caused damage). D leaves out the damage and the fires, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, In Franklin's day, lightning often badly damaged buildings, and it could set houses or churches on fire when it struck them. A keeps both ideas (lightning damaged buildings, and it could start fires) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (stopped building churches). C reverses the meaning (never caused damage). D leaves out the damage and the fires, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, In Franklin's day, lightning often badly damaged buildings, and it could set houses or churches on fire when it struck them

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 3 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Franklin studied electricity and wondered how to guide lightning safely into the ground."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Franklin studied electricity and wondered how to guide lightning safely into the ground.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Franklin studied electricity and thought about how to guide lightning safely into the ground." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 3 • Cluster 4 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Franklin studied electricity and thought about how to guide lightning safely into the ground." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "This invention helped protect homes, barns, and churches from fires caused by lightning."
A. The lightning rod helped keep homes, barns, and churches safe from lightning fires.
B. This invention caused more fires in homes and churches.
C. The invention helped some buildings.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'This invention helped protect homes, barns, and churches from fires caused by lightning.' A. The lightning rod helped keep homes, barns, and churches safe from lightning fires. B. This invention caused more fires in homes and churches. C. The invention helped some buildings."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (the rod kept homes, barns, and churches safe from lightning fires) with new words. B changes protect into caused more fires, the opposite. C drops the fires and the specific buildings, so it is not complete.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 3 • Cluster 4 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (the rod kept homes, barns, and churches safe from lightning fires) with new words. B changes protect into caused more fires, the opposite. C drops the fires and the specific buildings, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Through experiments, he learned that metal could conduct electricity."

I CAN I can read, hide, and say a paraphrase.

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TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Through experiments, he learned that metal could conduct electricity.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Through his experiments, he found that metal could carry electricity." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 3 • Cluster 4 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Through his experiments, he found that metal could carry electricity." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "One of Franklin's most famous inventions was the lightning rod."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'One of Franklin's most famous inventions was the lightning rod.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "The lightning rod was one of Franklin's most famous inventions." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 3 • Cluster 4 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The lightning rod was one of Franklin's most famous inventions." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Franklin's inventions showed how science and creativity could solve real problems."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Franklin's inventions showed how science and creativity could solve real problems.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Franklin's inventions showed how science and creativity can solve real problems." THINK: This shows the passage's bigger point about Franklin's thinking. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 3 • Cluster 4 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Franklin's inventions showed how science and creativity can solve real problems." THINK: This shows the passage's bigger point about Franklin's thinking. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 19 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Franklin studied electricity and wondered how to guide lightning safely into the ground." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 19 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Franklin studied electricity and thought about how to guide lightning safely into the ground.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (the rod kept homes, barns, and churches safe from lightning fires) with new words. **B** changes protect into caused more fires, the opposite. **C** drops the fires and the specific buildings, so it is not complete.
SAY Wednesday	Sample: “Through his experiments, he found that metal could carry electricity.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The lightning rod was one of Franklin’s most famous inventions.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Franklin’s inventions showed how science and creativity can solve real problems.” THINK: This shows the passage’s bigger point about Franklin’s thinking. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Franklin studied electricity and thought about how to guide lightning safely into the ground.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (the rod kept homes, barns, and churches safe from lightning fires) with new words. B changes protect into caused more fires, the opposite. C drops the fires and the specific buildings, so it is not complete. SAY, Sample: “Through his experiments, he found that metal could carry electricity.” Same meaning and facts, new words. REBUILD, Sample: “The lightning rod was one of Franklin’s most famous inventions.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Franklin’s inventions showed how science and creativity can solve real problems.” THINK: This shows the passage’s bigger point about Franklin’s thinking. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Franklin studied electricity and thought about how to guide lightning safely into the ground.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (the rod kept homes, barns, and churches safe from lightning fires) with new words. B changes protect into caused more fires, the opposite. C drops the fires and the specific buildings, so it is not complete. · SAY, Sample: “Through his experiments, he found that metal could carry electricity.” Same meaning and facts, new words. · REBUILD, Sample: “The lightning rod was one of Franklin’s most famous inventions.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Franklin’s inventions showed how science and creativity can solve real problems.” THINK: This shows the passage’s bigger point about Franklin’s thinking. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 3 • Cluster 4 • Module 3

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 19 of 36

Slide 9 of 10

Read this part of the passage.

Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he discovered that metal could conduct electricity.

Which sentence BEST paraphrases this part of the passage?

A Franklin studied electricity and, through experiments, found that metal could carry it, which pointed to a way to guide lightning safely into the ground.

B Franklin studied electricity and used it to power the whole city.

C Franklin decided that electricity could not be studied at all.

D Franklin studied electricity.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he learned that metal could conduct electricity."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 3 • Cluster 4 • Module 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A Franklin studied electricity and, through experiments, found that metal could carry it, which pointed to a way to guide lightning safely into the ground.

WHY THIS IS CORRECT

A keeps both ideas (he wanted to guide lightning safely, and he found metal could carry electricity) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (powered the city). C reverses the meaning (could not be studied). D leaves out the discovery, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Franklin studied electricity and, through experiments, found that metal could carry it, which pointed to a way to guide lightning safely into the ground. A keeps both ideas (he wanted to guide lightning safely, and he found metal could carry electricity) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (powered the city). C reverses the meaning (could not be studied). D leaves out the discovery, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Franklin studied electricity and, through experiments, found that metal could carry it, which pointed to a way to guide lightning safely into the ground

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 3 • Cluster 4 • Module 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Many buildings began adding lightning rods to their rooftops."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Many buildings began adding lightning rods to their rooftops.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Many buildings started putting lightning rods on their roofs." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 3 • Cluster 4 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Many buildings started putting lightning rods on their roofs." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "He was born in 1706 in Boston and grew up curious about how things worked."
A. Born in Boston in 1706, he grew up curious about how things worked.
B. Born in 1706, he never wondered how anything worked.
C. He was born in Boston.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'He was born in 1706 in Boston and grew up curious about how things worked.' A. Born in Boston in 1706, he grew up curious about how things worked. B. Born in 1706, he never wondered how anything worked. C. He was born in Boston."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (born in Boston in 1706, curious about how things worked) with new words. B changes curious into never wondered, the opposite. C drops the year and his curiosity, so it is not complete.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 3 • Cluster 4 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (born in Boston in 1706, curious about how things worked) with new words. B changes curious into never wondered, the opposite. C drops the year and his curiosity, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"This invention helped protect homes, barns, and churches from fires."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'This invention helped protect homes, barns, and churches from fires.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "The lightning rod helped keep homes, barns, and churches safe from fires." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 3 • Cluster 4 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "The lightning rod helped keep homes, barns, and churches safe from fires." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Franklin's curiosity and problem, solving ideas helped make communities safer."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Franklin's curiosity and problem, solving ideas helped make communities safer.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Franklin's curiosity and problem solving helped make communities safer." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 3 • Cluster 4 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Franklin's curiosity and problem solving helped make communities safer." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "His inventions showed how science and creativity could solve real problems and improve everyday life."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'His inventions showed how science and creativity could solve real problems and improve everyday life.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "His inventions showed how science and creativity can solve real problems and improve daily life." THINK: This shows the lasting value of Franklin's work. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "His inventions showed how science and creativity can solve real problems and improve daily life." THINK: This shows the lasting value of Franklin's work. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

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YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 20 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Many buildings began adding lightning rods to their rooftops." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 20 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Many buildings started putting lightning rods on their roofs.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (born in Boston in 1706, curious about how things worked) with new words. **B** changes curious into never wondered, the opposite. **C** drops the year and his curiosity, so it is not complete.
SAY Wednesday	Sample: “The lightning rod helped keep homes, barns, and churches safe from fires.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Franklin’s curiosity and problem solving helped make communities safer.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “His inventions showed how science and creativity can solve real problems and improve daily life.” THINK: This shows the lasting value of Franklin’s work. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Many buildings started putting lightning rods on their roofs.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (born in Boston in 1706, curious about how things worked) with new words. B changes curious into never wondered, the opposite. C drops the year and his curiosity, so it is not complete. SAY, Sample: “The lightning rod helped keep homes, barns, and churches safe from fires.” Same meaning and facts, new words. REBUILD, Sample: “Franklin’s curiosity and problem solving helped make communities safer.” The words change, but the meaning stays. APPLY, TAP paraphrase: “His inventions showed how science and creativity can solve real problems and improve daily life.” THINK: This shows the lasting value of Franklin’s work. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Many buildings started putting lightning rods on their roofs.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (born in Boston in 1706, curious about how things worked) with new words. B changes curious into never wondered, the opposite. C drops the year and his curiosity, so it is not complete. · SAY, Sample: “The lightning rod helped keep homes, barns, and churches safe from fires.” Same meaning and facts, new words. · REBUILD, Sample: “Franklin’s curiosity and problem solving helped make communities safer.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “His inventions showed how science and creativity can solve real problems and improve daily life.” THINK: This shows the lasting value of Franklin’s work. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 3 • Cluster 4 • Module 4

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 20 of 36

Slide 9 of 10

Read this part of the passage.

This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops.

Which sentence BEST paraphrases this part of the passage?

A The lightning rod protected homes, barns, and churches from lightning fires, so many buildings added them to their roofs.

B The lightning rod protected buildings so well that lightning stopped happening.

C The invention did not protect any buildings from fire.

D The invention protected some buildings.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Here is a question shaped just like the ones on a real test. Read this part of the passage: This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops.”

“Now, which sentence BEST paraphrases this part of the passage?”

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 3 • Cluster 4 • Module 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

“What if more than one looks right?” Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 20 of 36

Slide 10 of 10

Correct answer: A The lightning rod protected homes, barns, and churches from lightning fires, so many buildings added them to their roofs.

WHY THIS IS CORRECT

A keeps both ideas (the rod protected buildings from fires, and many added them to their roofs) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (lightning stopped). C reverses the meaning (did not protect). D leaves out that many buildings added them, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, The lightning rod protected homes, barns, and churches from lightning fires, so many buildings added them to their roofs. A keeps both ideas (the rod protected buildings from fires, and many added them to their roofs) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (lightning stopped). C reverses the meaning (did not protect). D leaves out that many buildings added them, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, The lightning rod protected homes, barns, and churches from lightning fires, so many buildings added them to their roofs

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"He was born in 1863 on a farm in Michigan."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'He was born in 1863 on a farm in Michigan.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "He was born on a Michigan farm in 1863." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 3 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "He was born on a Michigan farm in 1863." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "At that time, most people traveled by horse and wagon."
A. Back then, most people got around by horse and wagon.
B. At that time, most people traveled by car.
C. People traveled.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'At that time, most people traveled by horse and wagon.' A. Back then, most people got around by horse and wagon. B. At that time, most people traveled by car. C. People traveled."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (back then, most people traveled by horse and wagon) with new words. B changes horse and wagon into car, which is the opposite of the passage's point. C drops how they traveled, so it is not complete.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 3 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (back then, most people traveled by horse and wagon) with new words. B changes horse and wagon into car, which is the opposite of the passage's point. C drops how they traveled, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"When Henry was young, he enjoyed taking machines apart to see how they worked."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'When Henry was young, he enjoyed taking machines apart to see how they worked.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "When Henry was young, he liked taking machines apart to see how they worked." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 3 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "When Henry was young, he liked taking machines apart to see how they worked." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "In 1903, Henry Ford started the Ford Motor Company."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'In 1903, Henry Ford started the Ford Motor Company.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "In 1903, Henry Ford founded the Ford Motor Company." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 3 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "In 1903, Henry Ford founded the Ford Motor Company." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Because of Henry Ford's ideas, cars became more common and travel became easier for many people."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Because of Henry Ford's ideas, cars became more common and travel became easier for many people.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Thanks to Henry Ford's ideas, cars grew common and travel got easier for many people." THINK: This shows how Ford's work changed everyday travel. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Thanks to Henry Ford's ideas, cars grew common and travel got easier for many people." THINK: This shows how Ford's work changed everyday travel. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 21 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "He was born in 1863 on a farm in Michigan." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 21 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 3 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “He was born on a Michigan farm in 1863.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (back then, most people traveled by horse and wagon) with new words. **B** changes horse and wagon into car, which is the opposite of the passage’s point. **C** drops how they traveled, so it is not complete.
SAY Wednesday	Sample: “When Henry was young, he liked taking machines apart to see how they worked.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “In 1903, Henry Ford founded the Ford Motor Company.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Thanks to Henry Ford’s ideas, cars grew common and travel got easier for many people.” THINK: This shows how Ford’s work changed everyday travel. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “He was born on a Michigan farm in 1863.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (back then, most people traveled by horse and wagon) with new words. B changes horse and wagon into car, which is the opposite of the passage’s point. C drops how they traveled, so it is not complete. SAY, Sample: “When Henry was young, he liked taking machines apart to see how they worked.” Same meaning and facts, new words. REBUILD, Sample: “In 1903, Henry Ford founded the Ford Motor Company.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Thanks to Henry Ford’s ideas, cars grew common and travel got easier for many people.” THINK: This shows how Ford’s work changed everyday travel. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “He was born on a Michigan farm in 1863.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (back then, most people traveled by horse and wagon) with new words. B changes horse and wagon into car, which is the opposite of the passage’s point. C drops how they traveled, so it is not complete. · SAY, Sample: “When Henry was young, he liked taking machines apart to see how they worked.” Same meaning and facts, new words. · REBUILD, Sample: “In 1903, Henry Ford founded the Ford Motor Company.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Thanks to Henry Ford’s ideas, cars grew common and travel got easier for many people.” THINK: This shows how Ford’s work changed everyday travel. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 21 of 36

Slide 9 of 10

Read this part of the passage.

Henry Ford was an American engineer and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan.

Which sentence BEST paraphrases this part of the passage?

A Henry Ford, born on a Michigan farm in 1863, was an American engineer and businessman who changed how people traveled and worked.

B Henry Ford, born in 1863, was an engineer who also built the first airplane.

C Henry Ford was a farmer who never changed how people traveled.

D Henry Ford was an engineer.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Henry Ford was an American engineer and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 3 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A Henry Ford, born on a Michigan farm in 1863, was an American engineer and businessman who changed how people traveled and worked.

WHY THIS IS CORRECT

A keeps both ideas (born on a Michigan farm in 1863, and an inventor and businessman who changed travel and work) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (airplane). C reverses the meaning (never changed travel). D leaves out where he was born and what he changed, so it is not complete.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Henry Ford, born on a Michigan farm in 1863, was an American engineer and businessman who changed how people traveled and worked. A keeps both ideas (born on a Michigan farm in 1863, and an inventor and businessman who changed travel and work) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (airplane). C reverses the meaning (never changed travel). D leaves out where he was born and what he changed, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Henry Ford, born on a Michigan farm in 1863, was an American engineer and businessman who changed how people traveled and worked

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Cars were very rare and very expensive, so only a few people could own one."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Cars were very rare and very expensive, so only a few people could own one.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Cars were so rare and costly that only a few people could own one." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 3 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Cars were so rare and costly that only a few people could own one." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "A few years later, he created the Model T, a car that was strong, simple, and much more affordable."
A. Later, he made the Model T, a car that was sturdy, simple, and much cheaper than others.
B. Later, he made the Model T, a car that was weak and very expensive.
C. He made the Model T.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'A few years later, he created the Model T, a car that was strong, simple, and much more affordable.' A. Later, he made the Model T, a car that was sturdy, simple, and much cheaper than others. B. Later, he made the Model T, a car that was weak and very expensive. C. He made the Model T."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (the Model T was strong, simple, and much cheaper) with new words. B changes strong and affordable into weak and expensive, the opposite. C drops what the Model T was like, so it is not complete.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 3 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (the Model T was strong, simple, and much cheaper) with new words. B changes strong and affordable into weak and expensive, the opposite. C drops what the Model T was like, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"In 1903, Henry Ford started the Ford Motor Company."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'In 1903, Henry Ford started the Ford Motor Company.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "In 1903, Henry Ford founded the Ford Motor Company." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 3 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "In 1903, Henry Ford founded the Ford Motor Company." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Henry Ford introduced a new way of building cars called the moving assembly line."

I CAN I can rebuild a sentence and keep its meaning.

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TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Henry Ford introduced a new way of building cars called the moving assembly line.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Henry Ford started a new way to build cars called the moving assembly line." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 3 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Henry Ford started a new way to build cars called the moving assembly line." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Because of Henry Ford's ideas, cars became more common."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Because of Henry Ford's ideas, cars became more common.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Because of Henry Ford's ideas, cars became more common." THINK: This shows the result of Ford's affordable car. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Because of Henry Ford's ideas, cars became more common." THINK: This shows the result of Ford's affordable car. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 22 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Cars were very rare and very expensive, so only a few people could own one." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 22 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 22 of 36

Slide 8 of 10

MEANING Monday	Sample: “Cars were so rare and costly that only a few people could own one.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (the Model T was strong, simple, and much cheaper) with new words. **B** changes strong and affordable into weak and expensive, the opposite. **C** drops what the Model T was like, so it is not complete.
SAY Wednesday	Sample: “In 1903, Henry Ford founded the Ford Motor Company.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Henry Ford started a new way to build cars called the moving assembly line.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Because of Henry Ford’s ideas, cars became more common.” THINK: This shows the result of Ford’s affordable car. The paraphrase is the evidence, not the explanation.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Cars were so rare and costly that only a few people could own one.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (the Model T was strong, simple, and much cheaper) with new words. B changes strong and affordable into weak and expensive, the opposite. C drops what the Model T was like, so it is not complete. SAY, Sample: “In 1903, Henry Ford founded the Ford Motor Company.” Same meaning and facts, new words. REBUILD, Sample: “Henry Ford started a new way to build cars called the moving assembly line.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Because of Henry Ford’s ideas, cars became more common.” THINK: This shows the result of Ford’s affordable car. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Cars were so rare and costly that only a few people could own one.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (the Model T was strong, simple, and much cheaper) with new words. B changes strong and affordable into weak and expensive, the opposite. C drops what the Model T was like, so it is not complete. · SAY, Sample: “In 1903, Henry Ford founded the Ford Motor Company.” Same meaning and facts, new words. · REBUILD, Sample: “Henry Ford started a new way to build cars called the moving assembly line.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Because of Henry Ford’s ideas, cars became more common.” THINK: This shows the result of Ford’s affordable car. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 3 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Cars were very rare and very expensive, so only a few people could own one.

Which sentence BEST paraphrases this part of the passage?

A Because cars were so rare and costly, only a small number of people could afford one.

B Because cars were rare, most people rode bicycles everywhere instead.

C Cars were cheap and common, so almost everyone owned one.

D Cars were expensive.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Cars were very rare and very expensive, so only a few people could own one."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 3 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 22 of 36

Slide 10 of 10

Correct answer: A Because cars were so rare and costly, only a small number of people could afford one.

WHY THIS IS CORRECT

A keeps both ideas (cars were rare and costly, and only a few could own one) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (bicycles). C reverses the meaning (cheap and common). D leaves out that few could own one, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Because cars were so rare and costly, only a small number of people could afford one. A keeps both ideas (cars were rare and costly, and only a few could own one) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (bicycles). C reverses the meaning (cheap and common). D leaves out that few could own one, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Because cars were so rare and costly, only a small number of people could afford one

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 3 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"In 1903, Henry Ford started the Ford Motor Company."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'In 1903, Henry Ford started the Ford Motor Company.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "In 1903, Henry Ford founded the Ford Motor Company." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 3 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "In 1903, Henry Ford founded the Ford Motor Company." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Workers stayed in one place while parts moved down a line and were added step by step."
A. The workers stayed in one spot while the parts moved past and were added one step at a time.
B. The workers moved around while the parts stayed still.
C. Workers added parts.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Workers stayed in one place while parts moved down a line and were added step by step.' A. The workers stayed in one spot while the parts moved past and were added one step at a time. B. The workers moved around while the parts stayed still. C. Workers added parts."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (workers stayed in one spot while parts moved past and were added step by step) with new words. B reverses who moved (workers vs parts). C drops the assembly, line idea, so it is not complete.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 3 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (workers stayed in one spot while parts moved past and were added step by step) with new words. B reverses who moved (workers vs parts). C drops the assembly, line idea, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"This made building cars faster and less expensive."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'This made building cars faster and less expensive.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "This made cars faster and cheaper to build." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 3 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "This made cars faster and cheaper to build." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "He created the Model T, a car that was strong, simple, and affordable."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'He created the Model T, a car that was strong, simple, and affordable.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "He made the Model T, a car that was strong, simple, and affordable." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 3 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "He made the Model T, a car that was strong, simple, and affordable." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Because of Henry Ford's ideas, travel became easier for many people."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Because of Henry Ford's ideas, travel became easier for many people.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Because of Henry Ford's ideas, travel became easier for many people." THINK: This shows the effect of Ford's new methods. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 3 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Because of Henry Ford's ideas, travel became easier for many people." THINK: This shows the effect of Ford's new methods. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 23 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "In 1903, Henry Ford started the Ford Motor Company." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 23 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “In 1903, Henry Ford founded the Ford Motor Company.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (workers stayed in one spot while parts moved past and were added step by step) with new words. **B** reverses who moved (workers vs parts). **C** drops the assembly, line idea, so it is not complete.
SAY Wednesday	Sample: “This made cars faster and cheaper to build.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “He made the Model T, a car that was strong, simple, and affordable.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Because of Henry Ford’s ideas, travel became easier for many people.” THINK: This shows the effect of Ford’s new methods. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “In 1903, Henry Ford founded the Ford Motor Company.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (workers stayed in one spot while parts moved past and were added step by step) with new words. B reverses who moved (workers vs parts). C drops the assembly, line idea, so it is not complete. SAY, Sample: “This made cars faster and cheaper to build.” Same meaning and facts, new words. REBUILD, Sample: “He made the Model T, a car that was strong, simple, and affordable.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Because of Henry Ford’s ideas, travel became easier for many people.” THINK: This shows the effect of Ford’s new methods. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “In 1903, Henry Ford founded the Ford Motor Company.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (workers stayed in one spot while parts moved past and were added step by step) with new words. B reverses who moved (workers vs parts). C drops the assembly, line idea, so it is not complete. · SAY, Sample: “This made cars faster and cheaper to build.” Same meaning and facts, new words. · REBUILD, Sample: “He made the Model T, a car that was strong, simple, and affordable.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Because of Henry Ford’s ideas, travel became easier for many people.” THINK: This shows the effect of Ford’s new methods. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 3 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 23 of 36

Slide 9 of 10

Read this part of the passage.

Henry Ford introduced a new way of building cars called the moving assembly line. Workers stayed in one place while parts moved down a line and were added step by step.

Which sentence BEST paraphrases this part of the passage?

A Ford started a new car, building method, the moving assembly line, where workers stayed put while parts moved past and were added one at a time.

B Ford started the moving assembly line, where robots did all of the work by themselves.

C On the assembly line, the workers moved while the parts stayed still.

D Ford made an assembly line.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Henry Ford introduced a new way of building cars called the moving assembly line. Workers stayed in one place while parts moved down a line and were added step by step."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 3 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 23 of 36

Slide 10 of 10

Correct answer: A Ford started a new car, building method, the moving assembly line, where workers stayed put while parts moved past and were added one at a time.

WHY THIS IS CORRECT

A keeps both ideas (Ford started the moving assembly line, and workers stayed put while parts moved and were added step by step) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (robots). C reverses who moved. D leaves out how the assembly line worked, so it is not complete.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Ford started a new car, building method, the moving assembly line, where workers stayed put while parts moved past and were added one at a time. A keeps both ideas (Ford started the moving assembly line, and workers stayed put while parts moved and were added step by step) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (robots). C reverses who moved. D leaves out how the assembly line worked, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Ford started a new car, building method, the moving assembly line, where workers stayed put while parts moved past and were added one at a time

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 3 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Because of Henry Ford's ideas, cars became more common and travel became easier."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Because of Henry Ford's ideas, cars became more common and travel became easier.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Thanks to Henry Ford's ideas, cars grew common and travel got easier." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 3 • Cluster 5 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Thanks to Henry Ford's ideas, cars grew common and travel got easier." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "This made building cars faster and less expensive."
A. This made cars faster and cheaper to build.
B. This made building cars slower and more expensive.
C. This changed building.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'This made building cars faster and less expensive.' A. This made cars faster and cheaper to build. B. This made building cars slower and more expensive. C. This changed building."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (building cars became faster and cheaper) with new words. B changes faster and cheaper into slower and more expensive, the opposite. C drops the faster and cheaper part, so it is not complete.

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 3 • Cluster 5 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (building cars became faster and cheaper) with new words. B changes faster and cheaper into slower and more expensive, the opposite. C drops the faster and cheaper part, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"When Henry was young, he enjoyed taking machines apart to see how they worked."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'When Henry was young, he enjoyed taking machines apart to see how they worked.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "When Henry was young, he liked taking machines apart to see how they worked." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 3 • Cluster 5 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "When Henry was young, he liked taking machines apart to see how they worked." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

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TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "At that time, most people traveled by horse and wagon."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'At that time, most people traveled by horse and wagon.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Back then, most people got around by horse and wagon." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 3 • Cluster 5 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Back then, most people got around by horse and wagon." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "His inventions and new ideas helped many people travel more easily."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'His inventions and new ideas helped many people travel more easily.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "His inventions and new ideas helped many people travel more easily." THINK: This shows Ford's lasting effect on travel. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 3 • Cluster 5 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "His inventions and new ideas helped many people travel more easily." THINK: This shows Ford's lasting effect on travel. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 24 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Because of Henry Ford's ideas, cars became more common and travel became easier." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 24 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing



MEANING
Monday

Sample: “Thanks to Henry Ford’s ideas, cars grew common and travel got easier.” Same meaning, new words.



CHOOSE
Tuesday

A is best. It keeps the meaning (building cars became faster and cheaper) with new words. **B** changes faster and cheaper into slower and more expensive, the opposite. **C** drops the faster and cheaper part, so it is not complete.



SAY
Wednesday

Sample: “When Henry was young, he liked taking machines apart to see how they worked.” Same meaning and facts, new words.



REBUILD
Thursday

Sample: “Back then, most people got around by horse and wagon.” The words change, but the meaning stays.



APPLY
Friday

TAP paraphrase: “His inventions and new ideas helped many people travel more easily.” THINK: This shows Ford’s lasting effect on travel. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Thanks to Henry Ford’s ideas, cars grew common and travel got easier.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (building cars became faster and cheaper) with new words. B changes faster and cheaper into slower and more expensive, the opposite. C drops the faster and cheaper part, so it is not complete. SAY, Sample: “When Henry was young, he liked taking machines apart to see how they worked.” Same meaning and facts, new words. REBUILD, Sample: “Back then, most people got around by horse and wagon.” The words change, but the meaning stays. APPLY, TAP paraphrase: “His inventions and new ideas helped many people travel more easily.” THINK: This shows Ford’s lasting effect on travel. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Thanks to Henry Ford’s ideas, cars grew common and travel got easier.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (building cars became faster and cheaper) with new words. B changes faster and cheaper into slower and more expensive, the opposite. C drops the faster and cheaper part, so it is not complete. · SAY, Sample: “When Henry was young, he liked taking machines apart to see how they worked.” Same meaning and facts, new words. · REBUILD, Sample: “Back then, most people got around by horse and wagon.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “His inventions and new ideas helped many people travel more easily.” THINK: This shows Ford’s lasting effect on travel. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 3 • Cluster 5 • Module 4

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Because of Henry Ford's ideas, cars became more common and travel became easier. Dusty roads connected many towns, and cars helped people travel across them more quickly.

Which sentence BEST paraphrases this part of the passage?

A Thanks to Henry Ford's ideas, cars grew common and travel got easier, as cars carried people quickly along the dusty roads that linked many towns.

B Thanks to Henry Ford's ideas, cars grew common, and he built all of the roads himself.

C Because of Ford's ideas, cars became rare and travel got harder.

D Cars became more common.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Because of Henry Ford's ideas, cars became more common and travel became easier. Dusty roads connected many towns, and cars helped people travel across them more quickly."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A Thanks to Henry Ford's ideas, cars grew common and travel got easier, as cars carried people quickly along the dusty roads that linked many towns.

WHY THIS IS CORRECT

A keeps all the ideas (cars grew common, travel got easier, and cars carried people quickly along roads linking towns) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (built the roads). C reverses the meaning (cars became rare). D leaves out the easier travel and the roads, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Thanks to Henry Ford's ideas, cars grew common and travel got easier, as cars carried people quickly along the dusty roads that linked many towns. A keeps all the ideas (cars grew common, travel got easier, and cars carried people quickly along roads linking towns) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (built the roads). C reverses the meaning (cars became rare). D leaves out the easier travel and the roads, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Thanks to Henry Ford's ideas, cars grew common and travel got easier, as cars carried people quickly along the dusty roads that linked many towns

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 3 • Cluster 5 • Module 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Amina loved helping in her classroom."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Amina loved helping in her classroom.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Amina loved to help in her classroom." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 3 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Amina loved to help in her classroom." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

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TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "While reaching for a green marker, Amina's elbow bumped the table, and the glass jar fell and broke."
A. As Amina reached for a green marker, her elbow hit the table, and the glass jar fell and broke.
B. Amina picked up the glass jar and put it away safely.
C. The jar was on the table.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'While reaching for a green marker, Amina's elbow bumped the table, and the glass jar fell and broke.' A. As Amina reached for a green marker, her elbow hit the table, and the glass jar fell and broke. B. Amina picked up the glass jar and put it away safely. C. The jar was on the table."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (Amina reached for a marker, bumped the table, and the jar fell and broke) with new words. B changes the meaning to the opposite (put it away safely). C drops the accident, so it is not complete.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 3 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (Amina reached for a marker, bumped the table, and the jar fell and broke) with new words. B changes the meaning to the opposite (put it away safely). C drops the accident, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Everyone turned to look at the broken jar."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Everyone turned to look at the broken jar.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Everyone looked over at the broken jar." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 3 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Everyone looked over at the broken jar." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

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TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Amina took a deep breath and raised her hand."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Amina took a deep breath and raised her hand.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Amina took a deep breath and put up her hand." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 3 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Amina took a deep breath and put up her hand." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Being a good citizen means telling the truth, even when it feels hard."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Being a good citizen means telling the truth, even when it feels hard.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Being a good citizen means telling the truth, even when it is hard." THINK: This shows the lesson of the story, that honesty is part of being a good citizen. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 3 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Being a good citizen means telling the truth, even when it is hard." THINK: This shows the lesson of the story, that honesty is part of being a good citizen. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 25 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Amina loved helping in her classroom." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 25 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 3 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Amina loved to help in her classroom.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (Amina reached for a marker, bumped the table, and the jar fell and broke) with new words. **B** changes the meaning to the opposite (put it away safely). **C** drops the accident, so it is not complete.
SAY Wednesday	Sample: “Everyone looked over at the broken jar.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Amina took a deep breath and put up her hand.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Being a good citizen means telling the truth, even when it is hard.” THINK: This shows the lesson of the story, that honesty is part of being a good citizen. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⏱ ~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Amina loved to help in her classroom.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (Amina reached for a marker, bumped the table, and the jar fell and broke) with new words. B changes the meaning to the opposite (put it away safely). C drops the accident, so it is not complete. SAY, Sample: “Everyone looked over at the broken jar.” Same meaning and facts, new words. REBUILD, Sample: “Amina took a deep breath and put up her hand.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Being a good citizen means telling the truth, even when it is hard.” THINK: This shows the lesson of the story, that honesty is part of being a good citizen. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Amina loved to help in her classroom.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (Amina reached for a marker, bumped the table, and the jar fell and broke) with new words. B changes the meaning to the opposite (put it away safely). C drops the accident, so it is not complete. · SAY, Sample: “Everyone looked over at the broken jar.” Same meaning and facts, new words. · REBUILD, Sample: “Amina took a deep breath and put up her hand.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Being a good citizen means telling the truth, even when it is hard.” THINK: This shows the lesson of the story, that honesty is part of being a good citizen. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 3 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened.

Which sentence BEST paraphrases this part of the passage?

A For a moment, Amina thought about staying quiet, since no one had seen exactly what happened.

B For a moment, Amina thought about staying quiet, so she decided to blame Diego.

C Amina knew that everyone had seen exactly what happened.

D Amina wondered something.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 3 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A For a moment, Amina thought about staying quiet, since no one had seen exactly what happened.

WHY THIS IS CORRECT

A keeps both ideas (she thought about staying quiet, and no one had seen it) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (blame Diego). C reverses the meaning (everyone saw). D leaves out what she wondered and why, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, For a moment, Amina thought about staying quiet, since no one had seen exactly what happened. A keeps both ideas (she thought about staying quiet, and no one had seen it) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (blame Diego). C reverses the meaning (everyone saw). D leaves out what she wondered and why, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, For a moment, Amina thought about staying quiet, since no one had seen exactly what happened

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 3 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Everyone turned to look at the broken jar."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Everyone turned to look at the broken jar.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Everyone looked over at the broken jar." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 3 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Everyone looked over at the broken jar." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility."
A. Mrs. Ramirez thanked Amina for being truthful and said honesty shows responsibility, even though accidents happen.
B. Mrs. Ramirez was angry that Amina told the truth.
C. Mrs. Ramirez said thank you.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility.' A. Mrs. Ramirez thanked Amina for being truthful and said honesty shows responsibility, even though accidents happen. B. Mrs. Ramirez was angry that Amina told the truth. C. Mrs. Ramirez said thank you."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (she thanked Amina for the truth and said honesty shows responsibility) with new words. B changes the meaning to the opposite (was angry). C drops the part about honesty and responsibility, so it is not complete.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 3 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (she thanked Amina for the truth and said honesty shows responsibility) with new words. B changes the meaning to the opposite (was angry). C drops the part about honesty and responsibility, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Diego and Mei helped pick up the papers while Jamal brought a broom."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Diego and Mei helped pick up the papers while Jamal brought a broom.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Diego and Mei picked up the papers, and Jamal brought a broom." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 3 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Diego and Mei picked up the papers, and Jamal brought a broom." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Amina felt proud because her honesty helped make things right."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Amina felt proud because her honesty helped make things right.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Amina felt proud because being honest helped make things right." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 3 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Amina felt proud because being honest helped make things right." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Being a good citizen means telling the truth, even when it feels hard."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Being a good citizen means telling the truth, even when it feels hard.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Being a good citizen means telling the truth, even when it is hard." THINK: This shows the story's message about honesty. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 3 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Being a good citizen means telling the truth, even when it is hard." THINK: This shows the story's message about honesty. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 26 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Everyone turned to look at the broken jar." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 26 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Everyone looked over at the broken jar.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (she thanked Amina for the truth and said honesty shows responsibility) with new words. **B** changes the meaning to the opposite (was angry). **C** drops the part about honesty and responsibility, so it is not complete.
SAY Wednesday	Sample: “Diego and Mei picked up the papers, and Jamal brought a broom.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Amina felt proud because being honest helped make things right.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Being a good citizen means telling the truth, even when it is hard.” THINK: This shows the story’s message about honesty. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Everyone looked over at the broken jar.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (she thanked Amina for the truth and said honesty shows responsibility) with new words. B changes the meaning to the opposite (was angry). C drops the part about honesty and responsibility, so it is not complete. SAY, Sample: “Diego and Mei picked up the papers, and Jamal brought a broom.” Same meaning and facts, new words. REBUILD, Sample: “Amina felt proud because being honest helped make things right.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Being a good citizen means telling the truth, even when it is hard.” THINK: This shows the story’s message about honesty. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Everyone looked over at the broken jar.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (she thanked Amina for the truth and said honesty shows responsibility) with new words. B changes the meaning to the opposite (was angry). C drops the part about honesty and responsibility, so it is not complete. · SAY, Sample: “Diego and Mei picked up the papers, and Jamal brought a broom.” Same meaning and facts, new words. · REBUILD, Sample: “Amina felt proud because being honest helped make things right.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Being a good citizen means telling the truth, even when it is hard.” THINK: This shows the story’s message about honesty. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 3 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 26 of 36

Slide 9 of 10

Read this part of the passage.

Amina took a deep breath and raised her hand. “I’m sorry, Mrs. Ramirez,” she said. “I bumped the table and knocked it over.”

Which sentence BEST paraphrases this part of the passage?

A After taking a deep breath, Amina raised her hand and admitted that she had bumped the table and knocked the jar over.

B After taking a deep breath, Amina raised her hand and started to cry loudly.

C Amina raised her hand to say that someone else had broken the jar.

D Amina raised her hand.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Here is a question shaped just like the ones on a real test. Read this part of the passage: Amina took a deep breath and raised her hand. ‘I’m sorry, Mrs. Ramirez,’ she said. ‘I bumped the table and knocked it over.’”

“Now, which sentence BEST paraphrases this part of the passage?”

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 3 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

“What if more than one looks right?” Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A After taking a deep breath, Amina raised her hand and admitted that she had bumped the table and knocked the jar over.

WHY THIS IS CORRECT

A keeps both ideas (she took a breath and raised her hand, and she admitted bumping the table) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (started to cry). C reverses the meaning (blamed someone else). D leaves out what she admitted, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, After taking a deep breath, Amina raised her hand and admitted that she had bumped the table and knocked the jar over. A keeps both ideas (she took a breath and raised her hand, and she admitted bumping the table) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (started to cry). C reverses the meaning (blamed someone else). D leaves out what she admitted, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, After taking a deep breath, Amina raised her hand and admitted that she had bumped the table and knocked the jar over

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 3 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Amina felt proud because her honesty helped make things right."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Amina felt proud because her honesty helped make things right.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Amina felt proud because being honest helped make things right." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 3 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Amina felt proud because being honest helped make things right." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Diego and Mei helped pick up the papers while Jamal brought a broom."
A. Diego and Mei picked up the papers, and Jamal brought a broom.
B. Diego and Mei made a bigger mess while Jamal just watched.
C. They cleaned up.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Diego and Mei helped pick up the papers while Jamal brought a broom.' A. Diego and Mei picked up the papers, and Jamal brought a broom. B. Diego and Mei made a bigger mess while Jamal just watched. C. They cleaned up."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (Diego and Mei picked up papers and Jamal brought a broom) with new words. B changes helped clean into made a bigger mess, the opposite. C drops who did what, so it is not complete.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 3 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (Diego and Mei picked up papers and Jamal brought a broom) with new words. B changes helped clean into made a bigger mess, the opposite. C drops who did what, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Amina's elbow bumped the table, and the glass jar fell to the floor and broke."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Amina's elbow bumped the table, and the glass jar fell to the floor and broke.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Amina's elbow hit the table, and the glass jar fell and broke." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 3 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Amina's elbow hit the table, and the glass jar fell and broke." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Mrs. Ramirez smiled kindly and thanked Amina for telling the truth."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Mrs. Ramirez smiled kindly and thanked Amina for telling the truth.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Mrs. Ramirez smiled kindly and thanked Amina for being honest." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 3 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Mrs. Ramirez smiled kindly and thanked Amina for being honest." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Being a good citizen means telling the truth, even when it feels hard."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Being a good citizen means telling the truth, even when it feels hard.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Being a good citizen means telling the truth, even when it is hard." THINK: This shows the story's lesson about honesty. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 3 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Being a good citizen means telling the truth, even when it is hard." THINK: This shows the story's lesson about honesty. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 27 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Amina felt proud because her honesty helped make things right." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 27 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 3 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Amina felt proud because being honest helped make things right.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (Diego and Mei picked up papers and Jamal brought a broom) with new words. **B** changes helped clean into made a bigger mess, the opposite. **C** drops who did what, so it is not complete.
SAY Wednesday	Sample: “Amina’s elbow hit the table, and the glass jar fell and broke.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Mrs. Ramirez smiled kindly and thanked Amina for being honest.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Being a good citizen means telling the truth, even when it is hard.” THINK: This shows the story’s lesson about honesty. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⏱ ~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Amina felt proud because being honest helped make things right.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (Diego and Mei picked up papers and Jamal brought a broom) with new words. B changes helped clean into made a bigger mess, the opposite. C drops who did what, so it is not complete. SAY, Sample: “Amina’s elbow hit the table, and the glass jar fell and broke.” Same meaning and facts, new words. REBUILD, Sample: “Mrs. Ramirez smiled kindly and thanked Amina for being honest.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Being a good citizen means telling the truth, even when it is hard.” THINK: This shows the story’s lesson about honesty. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Amina felt proud because being honest helped make things right.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (Diego and Mei picked up papers and Jamal brought a broom) with new words. B changes helped clean into made a bigger mess, the opposite. C drops who did what, so it is not complete. · SAY, Sample: “Amina’s elbow hit the table, and the glass jar fell and broke.” Same meaning and facts, new words. · REBUILD, Sample: “Mrs. Ramirez smiled kindly and thanked Amina for being honest.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Being a good citizen means telling the truth, even when it is hard.” THINK: This shows the story’s lesson about honesty. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 3 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Diego and Mei helped pick up the papers while Jamal brought a broom. Soon the floor was clean.

Which sentence BEST paraphrases this part of the passage?

A Diego and Mei picked up the papers and Jamal fetched a broom, and soon the floor was clean.

B Diego and Mei picked up the papers, and the teacher gave them a prize.

C No one helped clean up the mess at all.

D Diego and Mei picked up papers.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Diego and Mei helped pick up the papers while Jamal brought a broom. Soon the floor was clean."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A Diego and Mei picked up the papers and Jamal fetched a broom, and soon the floor was clean.

WHY THIS IS CORRECT

A keeps both ideas (they picked up papers and brought a broom, and the floor became clean) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (a prize). C reverses the meaning (no one helped). D leaves out the broom and the clean floor, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Diego and Mei picked up the papers and Jamal fetched a broom, and soon the floor was clean. A keeps both ideas (they picked up papers and brought a broom, and the floor became clean) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (a prize). C reverses the meaning (no one helped). D leaves out the broom and the clean floor, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Diego and Mei picked up the papers and Jamal fetched a broom, and soon the floor was clean

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 3 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Being a good citizen means telling the truth, even when it feels hard."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Being a good citizen means telling the truth, even when it feels hard.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Being a good citizen means telling the truth, even when it is hard." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 3 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Being a good citizen means telling the truth, even when it is hard." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Amina felt proud. She had made a mistake, but her honesty helped make things right."
A. Amina felt proud because, even though she made a mistake, her honesty made things right.
B. Amina felt ashamed because her honesty made things worse.
C. Amina felt proud.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Amina felt proud. She had made a mistake, but her honesty helped make things right.' A. Amina felt proud because, even though she made a mistake, her honesty made things right. B. Amina felt ashamed because her honesty made things worse. C. Amina felt proud."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps both ideas (she made a mistake, but her honesty made things right, so she felt proud) with new words. B changes proud and made right into ashamed and made worse, the opposite. C drops the mistake and the honesty, so it is not complete.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 3 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps both ideas (she made a mistake, but her honesty made things right, so she felt proud) with new words. B changes proud and made right into ashamed and made worse, the opposite. C drops the mistake and the honesty, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Amina loved helping in her classroom."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Amina loved helping in her classroom.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Amina loved to help in her classroom." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 3 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Amina loved to help in her classroom." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Everyone turned to look at the broken jar."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Everyone turned to look at the broken jar.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Everyone looked over at the broken jar." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 3 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Everyone looked over at the broken jar." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Amina's honesty helped make things right."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Amina's honesty helped make things right.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Amina's honesty helped make things right." THINK: This shows that telling the truth fixed the problem. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 3 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Amina's honesty helped make things right." THINK: This shows that telling the truth fixed the problem. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 28 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Being a good citizen means telling the truth, even when it feels hard." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 28 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Being a good citizen means telling the truth, even when it is hard.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps both ideas (she made a mistake, but her honesty made things right, so she felt proud) with new words. **B** changes proud and made right into ashamed and made worse, the opposite. **C** drops the mistake and the honesty, so it is not complete.
SAY Wednesday	Sample: “Amina loved to help in her classroom.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Everyone looked over at the broken jar.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Amina’s honesty helped make things right.” THINK: This shows that telling the truth fixed the problem. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Being a good citizen means telling the truth, even when it is hard.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (she made a mistake, but her honesty made things right, so she felt proud) with new words. B changes proud and made right into ashamed and made worse, the opposite. C drops the mistake and the honesty, so it is not complete. SAY, Sample: “Amina loved to help in her classroom.” Same meaning and facts, new words. REBUILD, Sample: “Everyone looked over at the broken jar.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Amina’s honesty helped make things right.” THINK: This shows that telling the truth fixed the problem. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Being a good citizen means telling the truth, even when it is hard.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (she made a mistake, but her honesty made things right, so she felt proud) with new words. B changes proud and made right into ashamed and made worse, the opposite. C drops the mistake and the honesty, so it is not complete. · SAY, Sample: “Amina loved to help in her classroom.” Same meaning and facts, new words. · REBUILD, Sample: “Everyone looked over at the broken jar.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Amina’s honesty helped make things right.” THINK: This shows that telling the truth fixed the problem. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 3 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 28 of 36

Slide 9 of 10

Read this part of the passage.

Later, Mrs. Ramirez said to the class, “Being a good citizen means telling the truth, even when it feels hard.” Amina felt proud.

Which sentence BEST paraphrases this part of the passage?

A Mrs. Ramirez told the class that being a good citizen means being honest even when it is hard, and Amina felt proud.

B Mrs. Ramirez told the class about honesty, so the class had a party.

C Mrs. Ramirez said that good citizens should hide the truth.

D Amina felt proud.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Here is a question shaped just like the ones on a real test. Read this part of the passage: Later, Mrs. Ramirez said to the class, ‘Being a good citizen means telling the truth, even when it feels hard.’ Amina felt proud.”

“Now, which sentence BEST paraphrases this part of the passage?”

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 3 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

“What if more than one looks right?” Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 28 of 36

Slide 10 of 10

Correct answer: A Mrs. Ramirez told the class that being a good citizen means being honest even when it is hard, and Amina felt proud.

WHY THIS IS CORRECT

A keeps both ideas (Mrs. Ramirez's lesson about honesty, and Amina feeling proud) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (a party). C reverses the meaning (hide the truth). D leaves out the lesson, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Mrs. Ramirez told the class that being a good citizen means being honest even when it is hard, and Amina felt proud. A keeps both ideas (Mrs. Ramirez's lesson about honesty, and Amina feeling proud) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (a party). C reverses the meaning (hide the truth). D leaves out the lesson, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Mrs. Ramirez told the class that being a good citizen means being honest even when it is hard, and Amina felt proud

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 3 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"A dream can start inside your heart as a tiny hope."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'A dream can start inside your heart as a tiny hope.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "A dream can begin in your heart as a small hope." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 3 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "A dream can begin in your heart as a small hope." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "A dream can grow from friend to friend, its hopeful journey does not end."
A. A dream can spread from one friend to another, and its hopeful journey keeps going.
B. A dream stays with one person and never spreads.
C. A dream can grow.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'A dream can grow from friend to friend, its hopeful journey does not end.' A. A dream can spread from one friend to another, and its hopeful journey keeps going. B. A dream stays with one person and never spreads. C. A dream can grow."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (a dream spreads from friend to friend and keeps going) with new words. B changes the meaning to the opposite (never spreads). C drops that it moves and keeps going, so it is not complete.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 3 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (a dream spreads from friend to friend and keeps going) with new words. B changes the meaning to the opposite (never spreads). C drops that it moves and keeps going, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"A voice can speak, a child can hear, and suddenly the dream feels near."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'A voice can speak, a child can hear, and suddenly the dream feels near.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "A voice can speak, a child can listen, and all at once the dream feels close." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 3 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "A voice can speak, a child can listen, and all at once the dream feels close." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "It moves through classrooms, homes, and towns, and lifts our hearts when we feel down."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'It moves through classrooms, homes, and towns, and lifts our hearts when we feel down.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "The dream travels through classrooms, homes, and towns, and cheers us up when we feel low." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 3 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The dream travels through classrooms, homes, and towns, and cheers us up when we feel low." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Together we can help a dream grow by sharing kindness as we go."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Together we can help a dream grow by sharing kindness as we go.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Together we can help a dream grow by sharing kindness as we go." THINK: This shows the poem's message that people grow a dream together. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Together we can help a dream grow by sharing kindness as we go." THINK: This shows the poem's message that people grow a dream together. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 29 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "A dream can start inside your heart as a tiny hope." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 29 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 3 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “A dream can begin in your heart as a small hope.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (a dream spreads from friend to friend and keeps going) with new words. **B** changes the meaning to the opposite (never spreads). **C** drops that it moves and keeps going, so it is not complete.
SAY Wednesday	Sample: “A voice can speak, a child can listen, and all at once the dream feels close.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The dream travels through classrooms, homes, and towns, and cheers us up when we feel low.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Together we can help a dream grow by sharing kindness as we go.” THINK: This shows the poem’s message that people grow a dream together. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “A dream can begin in your heart as a small hope.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (a dream spreads from friend to friend and keeps going) with new words. B changes the meaning to the opposite (never spreads). C drops that it moves and keeps going, so it is not complete. SAY, Sample: “A voice can speak, a child can listen, and all at once the dream feels close.” Same meaning and facts, new words. REBUILD, Sample: “The dream travels through classrooms, homes, and towns, and cheers us up when we feel low.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Together we can help a dream grow by sharing kindness as we go.” THINK: This shows the poem’s message that people grow a dream together. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “A dream can begin in your heart as a small hope.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (a dream spreads from friend to friend and keeps going) with new words. B changes the meaning to the opposite (never spreads). C drops that it moves and keeps going, so it is not complete. · SAY, Sample: “A voice can speak, a child can listen, and all at once the dream feels close.” Same meaning and facts, new words. · REBUILD, Sample: “The dream travels through classrooms, homes, and towns, and cheers us up when we feel low.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Together we can help a dream grow by sharing kindness as we go.” THINK: This shows the poem’s message that people grow a dream together. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

A dream can start inside your heart, a tiny hope, a little start. It may begin as just one thought.

Which sentence BEST paraphrases this part of the passage?

A A dream can begin in your heart as a small hope, starting as just a single thought.

B A dream can begin in your heart and come true overnight.

C A dream can only begin after many, many years.

D A dream can start.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: A dream can start inside your heart, a tiny hope, a little start. It may begin as just one thought."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A A dream can begin in your heart as a small hope, starting as just a single thought.

WHY THIS IS CORRECT

A keeps both ideas (a dream begins as a small hope in your heart, and starts as one thought) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the poem never states (come true overnight). C changes the meaning (only after many years). D leaves out the small hope and the one thought, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, A dream can begin in your heart as a small hope, starting as just a single thought. A keeps both ideas (a dream begins as a small hope in your heart, and starts as one thought) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the poem never states (come true overnight). C changes the meaning (only after many years). D leaves out the small hope and the one thought, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, A dream can begin in your heart as a small hope, starting as just a single thought

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"One hopeful word can travel through, until another dreams it too."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'One hopeful word can travel through, until another dreams it too.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "One hopeful word can travel on, until someone else dreams it too." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 3 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "One hopeful word can travel on, until someone else dreams it too." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "It moves through classrooms, homes, and towns, and lifts our hearts when we feel down."
A. The dream travels through classrooms, homes, and towns, and cheers us up when we feel low.
B. The dream stays in one classroom and never moves.
C. The dream moves.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'It moves through classrooms, homes, and towns, and lifts our hearts when we feel down.' A. The dream travels through classrooms, homes, and towns, and cheers us up when we feel low. B. The dream stays in one classroom and never moves. C. The dream moves."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps both ideas (the dream moves through classrooms, homes, and towns, and lifts our hearts) with new words. B changes moves through into never moves, the opposite. C drops where it moves and what it does, so it is not complete.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 3 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps both ideas (the dream moves through classrooms, homes, and towns, and lifts our hearts) with new words. B changes moves through into never moves, the opposite. C drops where it moves and what it does, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"When children listen, hope can shine, and your dream can join with mine."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'When children listen, hope can shine, and your dream can join with mine.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "When children listen, hope can shine, and your dream can come together with mine." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 3 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "When children listen, hope can shine, and your dream can come together with mine." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "A voice can speak, a child can hear, and suddenly the dream feels near."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'A voice can speak, a child can hear, and suddenly the dream feels near.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "A voice can speak, a child can listen, and all at once the dream feels close." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 3 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "A voice can speak, a child can listen, and all at once the dream feels close." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Many hearts can help a dream grow."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Many hearts can help a dream grow.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Many hearts can help a dream grow." THINK: This shows the poem's point that dreams grow when many people help. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 3 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Many hearts can help a dream grow." THINK: This shows the poem's point that dreams grow when many people help. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 30 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "One hopeful word can travel through, until another dreams it too." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 30 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “One hopeful word can travel on, until someone else dreams it too.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps both ideas (the dream moves through classrooms, homes, and towns, and lifts our hearts) with new words. **B** changes moves through into never moves, the opposite. **C** drops where it moves and what it does, so it is not complete.
SAY Wednesday	Sample: “When children listen, hope can shine, and your dream can come together with mine.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “A voice can speak, a child can listen, and all at once the dream feels close.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Many hearts can help a dream grow.” THINK: This shows the poem’s point that dreams grow when many people help. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “One hopeful word can travel on, until someone else dreams it too.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (the dream moves through classrooms, homes, and towns, and lifts our hearts) with new words. B changes moves through into never moves, the opposite. C drops where it moves and what it does, so it is not complete. SAY, Sample: “When children listen, hope can shine, and your dream can come together with mine.” Same meaning and facts, new words. REBUILD, Sample: “A voice can speak, a child can listen, and all at once the dream feels close.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Many hearts can help a dream grow.” THINK: This shows the poem’s point that dreams grow when many people help. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “One hopeful word can travel on, until someone else dreams it too.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (the dream moves through classrooms, homes, and towns, and lifts our hearts) with new words. B changes moves through into never moves, the opposite. C drops where it moves and what it does, so it is not complete. · SAY, Sample: “When children listen, hope can shine, and your dream can come together with mine.” Same meaning and facts, new words. · REBUILD, Sample: “A voice can speak, a child can listen, and all at once the dream feels close.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Many hearts can help a dream grow.” THINK: This shows the poem’s point that dreams grow when many people help. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 3 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

A dream can grow from friend to friend, its hopeful journey does not end. It moves through classrooms, homes, and towns.

Which sentence BEST paraphrases this part of the passage?

A A dream spreads from friend to friend on a journey that keeps going, moving through classrooms, homes, and towns.

B A dream spreads from friend to friend until it becomes a real building.

C A dream stays with one friend and goes nowhere.

D A dream can grow.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

⏱ ~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: A dream can grow from friend to friend, its hopeful journey does not end. It moves through classrooms, homes, and towns."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 3 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A A dream spreads from friend to friend on a journey that keeps going, moving through classrooms, homes, and towns.

WHY THIS IS CORRECT

A keeps both ideas (the dream spreads friend to friend and keeps going, moving through places) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds a literal idea the poem never means (a real building). C reverses the meaning (goes nowhere). D leaves out where it moves, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, A dream spreads from friend to friend on a journey that keeps going, moving through classrooms, homes, and towns. A keeps both ideas (the dream spreads friend to friend and keeps going, moving through places) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds a literal idea the poem never means (a real building). C reverses the meaning (goes nowhere). D leaves out where it moves, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, A dream spreads from friend to friend on a journey that keeps going, moving through classrooms, homes, and towns

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"The future waits for what we do, for dreams need helping hands too."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'The future waits for what we do, for dreams need helping hands too.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "The future depends on what we do, because dreams need helping hands too." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 3 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The future depends on what we do, because dreams need helping hands too." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "One voice may start with words to show, but many hearts can help it grow."
A. One voice may begin with words, but many hearts can help a dream grow.
B. One voice is all a dream ever needs to grow.
C. One voice starts.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'One voice may start with words to show, but many hearts can help it grow.' A. One voice may begin with words, but many hearts can help a dream grow. B. One voice is all a dream ever needs to grow. C. One voice starts."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (one voice may begin it, but many hearts help it grow) with new words. B changes many hearts into one voice is all it needs, the opposite point. C drops the many hearts, so it is not complete.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 3 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (one voice may begin it, but many hearts help it grow) with new words. B changes many hearts into one voice is all it needs, the opposite point. C drops the many hearts, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"A dream can start inside your heart as a tiny hope."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'A dream can start inside your heart as a tiny hope.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "A dream can begin in your heart as a small hope." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 3 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "A dream can begin in your heart as a small hope." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Together we can help it grow by sharing kindness as we go."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Together we can help it grow by sharing kindness as we go.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "By sharing kindness as we go, together we can help it grow." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 3 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "By sharing kindness as we go, together we can help it grow." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Many hearts can help a dream grow."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Many hearts can help a dream grow.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Many hearts can help a dream grow." THINK: This shows that a dream grows when many people help, not just one. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 3 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Many hearts can help a dream grow." THINK: This shows that a dream grows when many people help, not just one. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 31 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "The future waits for what we do, for dreams need helping hands too." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 31 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “The future depends on what we do, because dreams need helping hands too.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (one voice may begin it, but many hearts help it grow) with new words. **B** changes many hearts into one voice is all it needs, the opposite point. **C** drops the many hearts, so it is not complete.
SAY Wednesday	Sample: “A dream can begin in your heart as a small hope.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “By sharing kindness as we go, together we can help it grow.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Many hearts can help a dream grow.” THINK: This shows that a dream grows when many people help, not just one. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “The future depends on what we do, because dreams need helping hands too.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (one voice may begin it, but many hearts help it grow) with new words. B changes many hearts into one voice is all it needs, the opposite point. C drops the many hearts, so it is not complete. SAY, Sample: “A dream can begin in your heart as a small hope.” Same meaning and facts, new words. REBUILD, Sample: “By sharing kindness as we go, together we can help it grow.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Many hearts can help a dream grow.” THINK: This shows that a dream grows when many people help, not just one. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The future depends on what we do, because dreams need helping hands too.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (one voice may begin it, but many hearts help it grow) with new words. B changes many hearts into one voice is all it needs, the opposite point. C drops the many hearts, so it is not complete. · SAY, Sample: “A dream can begin in your heart as a small hope.” Same meaning and facts, new words. · REBUILD, Sample: “By sharing kindness as we go, together we can help it grow.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Many hearts can help a dream grow.” THINK: This shows that a dream grows when many people help, not just one. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 3 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Together we can help it grow, by sharing kindness as we go. The future waits for what we do, for dreams need helping hands there too.

Which sentence BEST paraphrases this part of the passage?

A By sharing kindness, we can help a dream grow, because the future depends on what we do and dreams need our help.

B By sharing kindness, we can help a dream grow, but only if we are grown, ups.

C Dreams grow all on their own without any help from people.

D We can help it grow.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Together we can help it grow, by sharing kindness as we go. The future waits for what we do, for dreams need helping hands there too."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 31 of 36

Slide 10 of 10

Correct answer: A By sharing kindness, we can help a dream grow, because the future depends on what we do and dreams need our help.

WHY THIS IS CORRECT

A keeps both ideas (sharing kindness helps a dream grow, and the future needs our help) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the poem never states (only grown, ups). C reverses the meaning (grow on their own). D leaves out the kindness and the future, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, By sharing kindness, we can help a dream grow, because the future depends on what we do and dreams need our help. A keeps both ideas (sharing kindness helps a dream grow, and the future needs our help) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the poem never states (only grown, ups). C reverses the meaning (grow on their own). D leaves out the kindness and the future, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, By sharing kindness, we can help a dream grow, because the future depends on what we do and dreams need our help

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 3 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"One voice may start with words, but many hearts can help a dream grow."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'One voice may start with words, but many hearts can help a dream grow.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "One voice may begin with words, but many hearts can help a dream grow." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 3 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "One voice may begin with words, but many hearts can help a dream grow." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

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TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "When children listen, hope can shine, your dream can someday join with mine."
A. When children listen, hope can shine, and someday your dream and mine can come together.
B. When children listen, hope fades, and dreams stay apart.
C. Children listen.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'When children listen, hope can shine, your dream can someday join with mine.' A. When children listen, hope can shine, and someday your dream and mine can come together. B. When children listen, hope fades, and dreams stay apart. C. Children listen."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps both ideas (when children listen, hope shines, and someday the dreams join) with new words. B changes shine and join into fades and stay apart, the opposite. C drops the hope and the dreams joining, so it is not complete.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 3 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps both ideas (when children listen, hope shines, and someday the dreams join) with new words. B changes shine and join into fades and stay apart, the opposite. C drops the hope and the dreams joining, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"A dream can grow from friend to friend, and its journey does not end."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'A dream can grow from friend to friend, and its journey does not end.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "A dream can spread from friend to friend, and its journey keeps going." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 3 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "A dream can spread from friend to friend, and its journey keeps going." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "The future waits for what we do, for dreams need helping hands too."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'The future waits for what we do, for dreams need helping hands too.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "The future depends on what we do, because dreams need helping hands too." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 3 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The future depends on what we do, because dreams need helping hands too." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Together we can help a dream grow by sharing kindness."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Together we can help a dream grow by sharing kindness.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Together we can help a dream grow by sharing kindness." THINK: This shows the poem's hopeful message about working together. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 3 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Together we can help a dream grow by sharing kindness." THINK: This shows the poem's hopeful message about working together. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 32 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "One voice may start with words, but many hearts can help a dream grow." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 32 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “One voice may begin with words, but many hearts can help a dream grow.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps both ideas (when children listen, hope shines, and someday the dreams join) with new words. **B** changes shine and join into fades and stay apart, the opposite. **C** drops the hope and the dreams joining, so it is not complete.
SAY Wednesday	Sample: “A dream can spread from friend to friend, and its journey keeps going.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The future depends on what we do, because dreams need helping hands too.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Together we can help a dream grow by sharing kindness.” THINK: This shows the poem’s hopeful message about working together. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “One voice may begin with words, but many hearts can help a dream grow.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (when children listen, hope shines, and someday the dreams join) with new words. B changes shine and join into fades and stay apart, the opposite. C drops the hope and the dreams joining, so it is not complete. SAY, Sample: “A dream can spread from friend to friend, and its journey keeps going.” Same meaning and facts, new words. REBUILD, Sample: “The future depends on what we do, because dreams need helping hands too.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Together we can help a dream grow by sharing kindness.” THINK: This shows the poem’s hopeful message about working together. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “One voice may begin with words, but many hearts can help a dream grow.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (when children listen, hope shines, and someday the dreams join) with new words. B changes shine and join into fades and stay apart, the opposite. C drops the hope and the dreams joining, so it is not complete. · SAY, Sample: “A dream can spread from friend to friend, and its journey keeps going.” Same meaning and facts, new words. · REBUILD, Sample: “The future depends on what we do, because dreams need helping hands too.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Together we can help a dream grow by sharing kindness.” THINK: This shows the poem’s hopeful message about working together. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 3 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

When children listen, hope can shine, your dream can someday join with mine. Together we can help it grow.

Which sentence BEST paraphrases this part of the passage?

A When children listen, hope shines, and one day your dream and mine can join, so together we can help it grow.

B When children listen, hope shines, and dreams grow only if we never make a mistake.

C When children listen, dreams always stay separate and never join.

D Children listen.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: When children listen, hope can shine, your dream can someday join with mine. Together we can help it grow."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 32 of 36

Slide 10 of 10

Correct answer: A When children listen, hope shines, and one day your dream and mine can join, so together we can help it grow.

WHY THIS IS CORRECT

A keeps both ideas (children listening makes hope shine and dreams join, and together we help it grow) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the poem never states (never make a mistake). C reverses the meaning (stay separate). D leaves out the hope and helping it grow, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, When children listen, hope shines, and one day your dream and mine can join, so together we can help it grow. A keeps both ideas (children listening makes hope shine and dreams join, and together we help it grow) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the poem never states (never make a mistake). C reverses the meaning (stay separate). D leaves out the hope and helping it grow, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, When children listen, hope shines, and one day your dream and mine can join, so together we can help it grow

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Every community begins in a place."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Every community begins in a place.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Every community starts in some place." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 3 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Every community starts in some place." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "That place might be beside a river, near a forest, across a wide plain, or close to a harbor."
A. That place could be next to a river, near a forest, on a wide plain, or by a harbor.
B. That place is always beside a river and nowhere else.
C. There is a place.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'That place might be beside a river, near a forest, across a wide plain, or close to a harbor.' A. That place could be next to a river, near a forest, on a wide plain, or by a harbor. B. That place is always beside a river and nowhere else. C. There is a place."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps all the choices (river, forest, plain, harbor) with new words. B changes many choices into always a river and nowhere else. C drops the examples, so it is not complete.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 3 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps all the choices (river, forest, plain, harbor) with new words. B changes many choices into always a river and nowhere else. C drops the examples, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"People have had to ask important questions before a community could grow."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'People have had to ask important questions before a community could grow.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Before a community could grow, people had to ask important questions." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 3 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Before a community could grow, people had to ask important questions." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Water is one of the first resources people need when deciding where to live."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Water is one of the first resources people need when deciding where to live.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Water is one of the first things people need when choosing where to live." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 3 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Water is one of the first things people need when choosing where to live." The words and order change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Where people live affects how they live."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Where people live affects how they live.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Where people live affects how they live." THINK: This shows the passage's big idea, that place shapes life. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Where people live affects how they live." THINK: This shows the passage's big idea, that place shapes life. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 33 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Every community begins in a place." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 33 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING — Monday

Sample: “Every community starts in some place.” Same meaning, new words.

CHOOSE — Tuesday

A is best. It keeps all the choices (river, forest, plain, harbor) with new words. **B** changes many choices into always a river and nowhere else. **C** drops the examples, so it is not complete.

SAY — Wednesday

Sample: “Before a community could grow, people had to ask important questions.” Same meaning and facts, new words.

REBUILD — Thursday

Sample: “Water is one of the first things people need when choosing where to live.” The words and order change, but the meaning stays.

APPLY — Friday

TAP paraphrase: “Where people live affects how they live.” THINK: This shows the passage’s big idea, that place shapes life. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Every community starts in some place.” Same meaning, new words. CHOOSE, A is best. It keeps all the choices (river, forest, plain, harbor) with new words. B changes many choices into always a river and nowhere else. C drops the examples, so it is not complete. SAY, Sample: “Before a community could grow, people had to ask important questions.” Same meaning and facts, new words. REBUILD, Sample: “Water is one of the first things people need when choosing where to live.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Where people live affects how they live.” THINK: This shows the passage’s big idea, that place shapes life. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Every community starts in some place.” Same meaning, new words. · CHOOSE, A is best. It keeps all the choices (river, forest, plain, harbor) with new words. B changes many choices into always a river and nowhere else. C drops the examples, so it is not complete. · SAY, Sample: “Before a community could grow, people had to ask important questions.” Same meaning and facts, new words. · REBUILD, Sample: “Water is one of the first things people need when choosing where to live.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Where people live affects how they live.” THINK: This shows the passage’s big idea, that place shapes life. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 3 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Every community begins in a place. That place might be beside a river, near a forest, across a wide plain, or close to a harbor.

Which sentence BEST paraphrases this part of the passage?

A Every community starts in some place, such as by a river, near a forest, on a plain, or close to a harbor.

B Every community starts in some place, but a harbor is always the best one.

C Communities do not begin in any particular place.

D Every community begins in a place.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Every community begins in a place. That place might be beside a river, near a forest, across a wide plain, or close to a harbor."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A Every community starts in some place, such as by a river, near a forest, on a plain, or close to a harbor.

WHY THIS IS CORRECT

A keeps both ideas (every community starts in a place, and the examples of places) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an opinion the passage never states (a harbor is best). C reverses the meaning (no particular place). D leaves out the examples, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Every community starts in some place, such as by a river, near a forest, on a plain, or close to a harbor. A keeps both ideas (every community starts in a place, and the examples of places) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an opinion the passage never states (a harbor is best). C reverses the meaning (no particular place). D leaves out the examples, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Every community starts in some place, such as by a river, near a forest, on a plain, or close to a harbor

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"People need water for drinking, cooking, cleaning, farming, and caring for animals."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'People need water for drinking, cooking, cleaning, farming, and caring for animals.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "People use water for drinking, cooking, cleaning, farming, and caring for animals." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 3 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "People use water for drinking, cooking, cleaning, farming, and caring for animals." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "The answers have been different in different places, but one idea appears again and again: where people live affects how they live."
A. The answers have changed from place to place, but one idea keeps coming up: where people live shapes how they live.
B. The answers have always been exactly the same everywhere.
C. There were answers.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'The answers have been different in different places, but one idea appears again and again: where people live affects how they live.' A. The answers have changed from place to place, but one idea keeps coming up: where people live shapes how they live. B. The answers have always been exactly the same everywhere. C. There were answers."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps both ideas (answers change from place to place, and one idea keeps returning) with new words. B changes different into exactly the same, the opposite. C drops the repeating idea, so it is not complete.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 3 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps both ideas (answers change from place to place, and one idea keeps returning) with new words. B changes different into exactly the same, the opposite. C drops the repeating idea, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Water is one of the first resources people need when deciding where to live."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Water is one of the first resources people need when deciding where to live.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Water is one of the first things people need when choosing where to live." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 3 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Water is one of the first things people need when choosing where to live." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "People have had to ask important questions before a community could grow."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'People have had to ask important questions before a community could grow.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Before a community could grow, people had to ask important questions." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 3 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Before a community could grow, people had to ask important questions." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Where people live affects how they live."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Where people live affects how they live.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Where people live affects how they live." THINK: This shows the passage's main idea that place shapes life. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Where people live affects how they live." THINK: This shows the passage's main idea that place shapes life. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 34 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "People need water for drinking, cooking, cleaning, farming, and caring for animals." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 34 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “People use water for drinking, cooking, cleaning, farming, and caring for animals.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps both ideas (answers change from place to place, and one idea keeps returning) with new words. **B** changes different into exactly the same, the opposite. **C** drops the repeating idea, so it is not complete.
SAY Wednesday	Sample: “Water is one of the first things people need when choosing where to live.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Before a community could grow, people had to ask important questions.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Where people live affects how they live.” THINK: This shows the passage’s main idea that place shapes life. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “People use water for drinking, cooking, cleaning, farming, and caring for animals.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (answers change from place to place, and one idea keeps returning) with new words. B changes different into exactly the same, the opposite. C drops the repeating idea, so it is not complete. SAY, Sample: “Water is one of the first things people need when choosing where to live.” Same meaning and facts, new words. REBUILD, Sample: “Before a community could grow, people had to ask important questions.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Where people live affects how they live.” THINK: This shows the passage’s main idea that place shapes life. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “People use water for drinking, cooking, cleaning, farming, and caring for animals.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (answers change from place to place, and one idea keeps returning) with new words. B changes different into exactly the same, the opposite. C drops the repeating idea, so it is not complete. · SAY, Sample: “Water is one of the first things people need when choosing where to live.” Same meaning and facts, new words. · REBUILD, Sample: “Before a community could grow, people had to ask important questions.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Where people live affects how they live.” THINK: This shows the passage’s main idea that place shapes life. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 3 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 34 of 36

Slide 9 of 10

Read this part of the passage.

Throughout history, people have had to ask important questions before a community could grow, such as where they would get water and food.

Which sentence BEST paraphrases this part of the passage?

A All through history, people have had to answer big questions, like where to find water and food, before a community could grow.

B All through history, only kings were allowed to answer these questions.

C People never had to ask any questions to build a community.

D People asked questions.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Throughout history, people have had to ask important questions before a community could grow, such as where they would get water and food."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 3 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A All through history, people have had to answer big questions, like where to find water and food, before a community could grow.

WHY THIS IS CORRECT

A keeps both ideas (people had to answer big questions, like water and food, before a community grew) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (only kings). C reverses the meaning (never had to ask). D leaves out what the questions were about, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, All through history, people have had to answer big questions, like where to find water and food, before a community could grow. A keeps both ideas (people had to answer big questions, like water and food, before a community grew) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (only kings). C reverses the meaning (never had to ask). D leaves out what the questions were about, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, All through history, people have had to answer big questions, like where to find water and food, before a community could grow

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"Where people live affects how they live."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'Where people live affects how they live.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "Where people live shapes how they live." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 3 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Where people live shapes how they live." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "Water is one of the first resources people need when deciding where to live."
A. Water is one of the first things people need when choosing where to live.
B. Water is the last thing people think about when choosing where to live.
C. People need water.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'Water is one of the first resources people need when deciding where to live.' A. Water is one of the first things people need when choosing where to live. B. Water is the last thing people think about when choosing where to live. C. People need water."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps the meaning (water is one of the first things people need when choosing where to live) with new words. B changes first into last, the opposite. C drops the point about choosing where to live, so it is not complete.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 3 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (water is one of the first things people need when choosing where to live) with new words. B changes first into last, the opposite. C drops the point about choosing where to live, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"People need water for drinking, cooking, cleaning, farming, and caring for animals."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'People need water for drinking, cooking, cleaning, farming, and caring for animals.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "People use water for drinking, cooking, cleaning, farming, and caring for animals." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 3 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "People use water for drinking, cooking, cleaning, farming, and caring for animals." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "Every community begins in a place."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Every community begins in a place.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "Every community starts in some place." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 3 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Every community starts in some place." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Where people live affects how they live."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Where people live affects how they live.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Where people live affects how they live." THINK: This shows the passage keeps returning to one big idea. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Where people live affects how they live." THINK: This shows the passage keeps returning to one big idea. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 35 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Where people live affects how they live." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 35 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Where people live shapes how they live.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (water is one of the first things people need when choosing where to live) with new words. **B** changes first into last, the opposite. **C** drops the point about choosing where to live, so it is not complete.
SAY Wednesday	Sample: “People use water for drinking, cooking, cleaning, farming, and caring for animals.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Every community starts in some place.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Where people live affects how they live.” THINK: This shows the passage keeps returning to one big idea. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Where people live shapes how they live.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (water is one of the first things people need when choosing where to live) with new words. B changes first into last, the opposite. C drops the point about choosing where to live, so it is not complete. SAY, Sample: “People use water for drinking, cooking, cleaning, farming, and caring for animals.” Same meaning and facts, new words. REBUILD, Sample: “Every community starts in some place.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Where people live affects how they live.” THINK: This shows the passage keeps returning to one big idea. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Where people live shapes how they live.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (water is one of the first things people need when choosing where to live) with new words. B changes first into last, the opposite. C drops the point about choosing where to live, so it is not complete. · SAY, Sample: “People use water for drinking, cooking, cleaning, farming, and caring for animals.” Same meaning and facts, new words. · REBUILD, Sample: “Every community starts in some place.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Where people live affects how they live.” THINK: This shows the passage keeps returning to one big idea. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 35 of 36

Slide 9 of 10

Read this part of the passage.

Water is one of the first resources people need when deciding where to live. People need water for drinking, cooking, cleaning, farming, and caring for animals.

Which sentence BEST paraphrases this part of the passage?

A Water is one of the first resources people look for when choosing where to live, since they need it for drinking, cooking, cleaning, farming, and animals.

B Water is one of the first resources people look for, and they also need it for building roads.

C People do not really need water where they live.

D People need water.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: Water is one of the first resources people need when deciding where to live. People need water for drinking, cooking, cleaning, farming, and caring for animals."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 35 of 36

Slide 10 of 10

Correct answer: A Water is one of the first resources people look for when choosing where to live, since they need it for drinking, cooking, cleaning, farming, and animals.

WHY THIS IS CORRECT

A keeps both ideas (water is a first resource when choosing a home, and the many uses of water) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (building roads). C reverses the meaning (do not need water). D leaves out the uses of water, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Water is one of the first resources people look for when choosing where to live, since they need it for drinking, cooking, cleaning, farming, and animals. A keeps both ideas (water is a first resource when choosing a home, and the many uses of water) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an idea the passage never states (building roads). C reverses the meaning (do not need water). D leaves out the uses of water, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Water is one of the first resources people look for when choosing where to live, since they need it for drinking, cooking, cleaning, farming, and animals

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 3 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell and paraphrase texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

I can say what a sentence means in my own words.
I can rebuild a sentence so it keeps the meaning, the facts, and the order.
I can paraphrase evidence from a passage and still explain my own thinking.

KEY IDEA

Paraphrasing is NOT word swapping.
Keep the meaning, the facts, and the order.
Change the words and the way the sentence is built.

WHERE IT APPEARS: Any time you retell a passage, or use evidence from it, in your own words.

Run every paraphrase through the Paraphrase Check: **MEANING → BOUNDARY → COMPLETE → LOGIC → WORDS.** Protect the meaning first, then change the words.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Paraphrasing

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever told someone what you read using your own words instead of the exact ones on the page? That is paraphrasing."

▸ *Let a few students share, then bring their attention to the board.*

"This week we paraphrase. We keep the meaning, the facts, and the order, but we change the words and the way the sentence is built. Paraphrasing is not word swapping."

▸ *Point to the Paraphrase Check and read it together: MEANING, BOUNDARY, COMPLETE, LOGIC, WORDS. Protect the meaning first, then change the words.*

"We will move through five jobs this week, MEANING, CHOOSE, SAY, REBUILD, and APPLY, and by Friday you will paraphrase evidence and explain your thinking."

NOTE: This week: paraphrasing, keep the meaning and change the words. See the Paraphrase Check and the five-day roadmap above.

PREP & MATERIALS: the Paraphrasing slide deck · student Standards Sweep Tracking Sheets · pencils.

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TODAY'S THINKING JOB

MEANING

"I can say what it means."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Say what this sentence means.

Read the sentence. In your own words, tell a partner what it means. Do not change the meaning.

"One idea appears again and again: where people live affects how they live."

I CAN I can say what a sentence means in my own words.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let us start with the meaning. Read the sentence, then say what it means in your own words. Do not change the meaning."

"Read this with me: 'One idea appears again and again: where people live affects how they live.'"

▸ *Give quiet think time, then have students say the meaning out loud. We are only saying the meaning today, not changing every word yet.*

ANSWER KEY: Sample: "One idea keeps returning: where people live shapes how they live." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 36 of 36 · Grade 3 • Cluster 8 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "One idea keeps returning: where people live shapes how they live." Same meaning, new words.

COMMON MISCONCEPTION

Students may repeat the exact words instead of saying the meaning. Keep them focused on the idea, not the wording.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No. First make sure you can say the meaning; changing the words comes next.

RPLD EVIDENCE & ADVICE

Saying the meaning with a prompt is Foundational evidence. Give wait time; accept an oral answer that keeps the idea.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to say the meaning in their own words before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Which one is the best paraphrase?

Read the source sentence, then read A, B, and C. Which one keeps the same meaning without adding or changing anything?

Source: "People need water for drinking, cooking, cleaning, farming, and caring for animals."
A. People use water for drinking, cooking, cleaning, farming, and caring for their animals.
B. People need water only for drinking and nothing else.
C. People use water.

I CAN I can pick the paraphrase that keeps the meaning.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we said the meaning. Today we choose the best paraphrase, with support. Read the source sentence, then read A, B, and C."

"Read these with me: Source: 'People need water for drinking, cooking, cleaning, farming, and caring for animals.' A. People use water for drinking, cooking, cleaning, farming, and caring for their animals. B. People need water only for drinking and nothing else. C. People use water."

▸ *Read the source and the three choices, then guide students to the one that keeps the meaning without adding or changing anything.*

ANSWER KEY: A is best. It keeps all the uses of water (drinking, cooking, cleaning, farming, animals) with new words. B changes many uses into only drinking. C drops the specific uses, so it is not complete.

(7)(D) · Paraphrasing · Sheet 36 of 36 · Grade 3 • Cluster 8 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps all the uses of water (drinking, cooking, cleaning, farming, animals) with new words. B changes many uses into only drinking. C drops the specific uses, so it is not complete.

COMMON MISCONCEPTION

Students may pick the choice that copies the most words. Remind them the closest sounding one often changes the meaning.

POSSIBLE STUDENT QUESTION

"What if two choices look right?" Reread each one and check the meaning. Only one keeps it without adding or changing anything.

RPLD EVIDENCE & ADVICE

Choosing the true paraphrase with support is Emergent evidence. Keep the Paraphrase Check visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SAY, have the student read the source, hide it, and say the paraphrase from memory.

TODAY'S THINKING JOB

SAY

"I can read it, hide it, and say it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Read it, hide it, say it.

Read the sentence. Cover it. Say it your own way without looking. Then check that the meaning still matches.

"Every community begins in a place."

I CAN I can read, hide, and say a paraphrase.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Strong readers can read something, hide it, and say it their own way. Read the sentence, cover it, and say it in your own words."

"Read this with me: 'Every community begins in a place.'"

▸ *Have students cover the sentence and say it their own way, then check that the meaning still matches the original.*

ANSWER KEY: Sample: "Every community starts in some place." Same meaning and facts, new words.

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CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Every community starts in some place." Same meaning and facts, new words.

COMMON MISCONCEPTION

Students may peek and repeat the sentence word for word. Have them cover it and truly say it their own way.

POSSIBLE STUDENT QUESTION

"What if I forget part of it?" Look back, then hide it and try again. A paraphrase keeps all the important ideas.

RPLD EVIDENCE & ADVICE

An oral paraphrase the class can hear is Visible evidence. Look for the meaning kept, not the exact words repeated.

RAISE THE THINKING → (move one level to the right)

To move toward REBUILD, have the student write their spoken paraphrase and change the sentence structure too.

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Rebuild the sentence.

Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: "The answers have been different in different places."

I CAN I can rebuild a sentence and keep its meaning.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real writers rebuild a sentence. They change the words and the order, but they keep the meaning and the facts. Rewrite this sentence in your own words."

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'The answers have been different in different places.'*

▸ *No word bank today. Have students rewrite it on their own, then reread to be sure the meaning and the facts survived.*

ANSWER KEY: Sample: "The answers have changed from place to place." The words change, but the meaning stays.

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CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The answers have changed from place to place." The words change, but the meaning stays.

COMMON MISCONCEPTION

Students may swap in a few synonyms but keep the same sentence. Push them to change the words AND the structure while keeping the meaning.

POSSIBLE STUDENT QUESTION

"How different does it have to be?" Change the words and the order, but keep the meaning, the facts, the names, and the numbers.

RPLD EVIDENCE & ADVICE

Rebuilding a sentence with no model is Independent evidence. Do not supply a sample; let students produce their own.

RAISE THE THINKING → (move one level to the right)

To move toward APPLY, have the student use their paraphrase as evidence and add a sentence of thinking.

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell and paraphrase texts in ways that maintain meaning and logical order"

Paraphrase the evidence.

Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): "Where people live affects how they live, and this idea appears again and again."

I CAN I can paraphrase evidence and explain it.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Paraphrasing is how we use evidence in our own words. Paraphrase this sentence as evidence, then explain your thinking."

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'Where people live affects how they live, and this idea appears again and again.'*

▸ *Have students paraphrase the evidence first (TAP), then explain their thinking (THINK). Remind them the paraphrase is the evidence, not the explanation.*

ANSWER KEY: TAP paraphrase: "Where people live affects how they live, and this idea keeps coming up." THINK: This shows the passage's central idea, that place shapes life. The paraphrase is the evidence, not the explanation.

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CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Where people live affects how they live, and this idea keeps coming up." THINK: This shows the passage's central idea, that place shapes life. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

Students may write the explanation and call it the paraphrase. The paraphrase is the evidence in their own words; the thinking comes after.

POSSIBLE STUDENT QUESTION

"Is my paraphrase the same as my explanation?" No. The paraphrase is the evidence in your own words; the explanation tells why it matters.

RPLD EVIDENCE & ADVICE

Paraphrasing evidence and explaining it is Reflective evidence, the highest level. Look for a paraphrase that keeps the meaning plus separate thinking.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder. Have the student paraphrase a longer piece of evidence and explain how it supports an answer.

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 36 of 36

Slide 7 of 10

Complete the **Paraphrasing** row on your Standards Sweep Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "One idea appears again and again: where people live affects how they live." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

Pick one sentence from today's passage. Write the source, then write your paraphrase. Check the meaning still matches.

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 36 of 36, and complete the (7)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now make this thinking your own."

▸ *Students complete the Paraphrasing row on their Standards Sweep Tracking Sheet: they write a source sentence from today's passage, write their own paraphrase, and check that the meaning still matches. Circulate as they work.*

ANSWER KEY: A strong paraphrase keeps the meaning, the facts, and the order, but uses new words and a new sentence build.

(7)(D) · Paraphrasing · Sheet 36 of 36 · Grade 3 • Cluster 8 • Module 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row: the paraphrase should keep the meaning while changing the words.

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

"Can I use my own topic?" Use today's passage for the source, then paraphrase it in your own words.

RPLD EVIDENCE & ADVICE

The tracking sheet shows each student's paraphrasing level; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, have them paraphrase two sentences and join them into one.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “One idea keeps returning: where people live shapes how they live.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps all the uses of water (drinking, cooking, cleaning, farming, animals) with new words. **B** changes many uses into only drinking. **C** drops the specific uses, so it is not complete.
SAY Wednesday	Sample: “Every community starts in some place.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The answers have changed from place to place.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Where people live affects how they live, and this idea keeps coming up.” THINK: This shows the passage’s central idea, that place shapes life. The paraphrase is the evidence, not the explanation.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let us see how far our paraphrasing traveled this week.”

▸ *Walk through the answers and have students self-check: MEANING, Sample: “One idea keeps returning: where people live shapes how they live.” Same meaning, new words. CHOOSE, A is best. It keeps all the uses of water (drinking, cooking, cleaning, farming, animals) with new words. B changes many uses into only drinking. C drops the specific uses, so it is not complete. SAY, Sample: “Every community starts in some place.” Same meaning and facts, new words. REBUILD, Sample: “The answers have changed from place to place.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Where people live affects how they live, and this idea keeps coming up.” THINK: This shows the passage’s central idea, that place shapes life. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “One idea keeps returning: where people live shapes how they live.” Same meaning, new words. · CHOOSE, A is best. It keeps all the uses of water (drinking, cooking, cleaning, farming, animals) with new words. B changes many uses into only drinking. C drops the specific uses, so it is not complete. · SAY, Sample: “Every community starts in some place.” Same meaning and facts, new words. · REBUILD, Sample: “The answers have changed from place to place.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Where people live affects how they live, and this idea keeps coming up.” THINK: This shows the passage’s central idea, that place shapes life. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 36 of 36 · Grade 3 • Cluster 8 • Module 4

CHECK FOR UNDERSTANDING

Have students compare their paraphrases to each level’s sample and mark where the meaning was kept.

COMMON MISCONCEPTION

Students may accept a paraphrase that changed the meaning as ‘close enough’; require the meaning to match.

POSSIBLE STUDENT QUESTION

“Mine used different words than the sample.” Great, there are many right paraphrases, as long as the meaning is the same.

RPLD EVIDENCE & ADVICE

Self-checking against the samples is Visible-level work; students make their thinking observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what they changed to keep the meaning.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

The answers have been different in different places, but one idea appears again and again: where people live affects how they live.

Which sentence BEST paraphrases this part of the passage?

A Although the answers have varied from place to place, one idea keeps returning: where people live shapes how they live.

B Although the answers have varied, everyone should really live near a river.

C Where people live has no effect on how they live.

D The answers were different.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a question shaped just like the ones on a real test. Read this part of the passage: The answers have been different in different places, but one idea appears again and again: where people live affects how they live."

"Now, which sentence BEST paraphrases this part of the passage?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet; this shows independent paraphrasing.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to the choice that reuses the most words from the passage, even when it changes the meaning.

POSSIBLE STUDENT QUESTION

"What if more than one looks right?" Check each one against the passage. Only one keeps the meaning without adding, changing, or dropping an idea.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice fails the Paraphrase Check.

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A Although the answers have varied from place to place, one idea keeps returning: where people live shapes how they live.

WHY THIS IS CORRECT

A keeps both ideas (the answers varied by place, and one idea keeps returning) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an opinion the passage never states (live near a river). C reverses the meaning (no effect). D leaves out the repeating idea, so it is not complete.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is the payoff: the best paraphrase is A, Although the answers have varied from place to place, one idea keeps returning: where people live shapes how they live. A keeps both ideas (the answers varied by place, and one idea keeps returning) with new words. That is a true paraphrase."

▸ *Walk through why the other choices are traps.*

"B adds an opinion the passage never states (live near a river). C reverses the meaning (no effect). D leaves out the repeating idea, so it is not complete."

"Remember this all week: protect the meaning first, then change the words."

ANSWER KEY: A, Although the answers have varied from place to place, one idea keeps returning: where people live shapes how they live

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason; always tie it back to keeping the meaning.

POSSIBLE STUDENT QUESTION

"Will the test always ask this way?" Not always, that is why we practice keeping the meaning, not memorizing answers.

RPLD EVIDENCE & ADVICE

A correct choice with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style paraphrase question with one tricky wrong choice for a partner.