TEKS (7)(D)

PARAPHRASING • Standards Sweep Teaching Deck

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell, paraphrase, or summarize 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, paraphrase, or summarize 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.

"Behind them, the lunch line stopped moving."

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: 'Behind them, the lunch line stopped moving.'"

▸ *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 lunch line behind them came to a stop." Same meaning, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The lunch line behind them came to a stop." 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, paraphrase, or summarize 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: "Within thirty seconds, the investigation had already gone completely out of control."
A. In just half a minute, the investigation was already out of control.
B. The investigation stayed calm and orderly the whole time.
C. The investigation went out of control.

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: 'Within thirty seconds, the investigation had already gone completely out of control.' A. In just half a minute, the investigation was already out of control. B. The investigation stayed calm and orderly the whole time. C. The investigation went out of control."

▸ *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 about half a minute, the investigation was out of control) with new words. B changes the meaning to the opposite (stayed calm). C drops how fast it happened, 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 about half a minute, the investigation was out of control) with new words. B changes the meaning to the opposite (stayed calm). C drops how fast it happened, 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, paraphrase, or summarize 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.

"'I heard sixth grade took two each,' said Eli."

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: "I heard sixth grade took two each,' said Eli.'"

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

ANSWER KEY: Sample: "Eli said he had heard the sixth graders each took two." Same meaning and facts, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Eli said he had heard the sixth graders each took two." 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, paraphrase, or summarize 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: "By 11:42 on Friday morning, fifth grade had a problem."

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: 'By 11:42 on Friday morning, fifth grade had a problem.'*

▸ *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: "Fifth grade had a problem by 11:42 on Friday morning." The words and order change, but the facts stay.

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Fifth grade had a problem by 11:42 on Friday morning." The words and order change, but the facts stay.

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.

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TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell, paraphrase, or summarize 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): "Jordan pointed at an empty silver tray where the cookies had been."

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): 'Jordan pointed at an empty silver tray where the cookies had been.'*

▸ *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: "Jordan pointed at the empty tray where the cookies used to be." THINK: This shows the cookies really were missing, which starts the whole mystery. 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: "Jordan pointed at the empty tray where the cookies used to be." THINK: This shows the cookies really were missing, which starts the whole mystery. 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: “Behind them, the lunch line stopped moving.” 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: “The lunch line behind them came to a stop.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (in about half a minute, the investigation was out of control) with new words. **B** changes the meaning to the opposite (stayed calm). **C** drops how fast it happened, so it is not complete.
SAY Wednesday	Sample: “Eli said he had heard the sixth graders each took two.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Fifth grade had a problem by 11:42 on Friday morning.” The words and order change, but the facts stay.
APPLY Friday	TAP paraphrase: “Jordan pointed at the empty tray where the cookies used to be.” THINK: This shows the cookies really were missing, which starts the whole mystery. 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 lunch line behind them came to a stop.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (in about half a minute, the investigation was out of control) with new words. B changes the meaning to the opposite (stayed calm). C drops how fast it happened, so it is not complete. SAY, Sample: “Eli said he had heard the sixth graders each took two.” Same meaning and facts, new words. REBUILD, Sample: “Fifth grade had a problem by 11:42 on Friday morning.” The words and order change, but the facts stay. APPLY, TAP paraphrase: “Jordan pointed at the empty tray where the cookies used to be.” THINK: This shows the cookies really were missing, which starts the whole mystery. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The lunch line behind them came to a stop.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (in about half a minute, the investigation was out of control) with new words. B changes the meaning to the opposite (stayed calm). C drops how fast it happened, so it is not complete. · SAY, Sample: “Eli said he had heard the sixth graders each took two.” Same meaning and facts, new words. · REBUILD, Sample: “Fifth grade had a problem by 11:42 on Friday morning.” The words and order change, but the facts stay. · APPLY, TAP paraphrase: “Jordan pointed at the empty tray where the cookies used to be.” THINK: This shows the cookies really were missing, which starts the whole mystery. 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.

"They're gone," announced Jordan, staring through the cafeteria window. "The cookies. Every last one."

Which sentence BEST paraphrases this part of the passage?

A Jordan looked through the cafeteria window and announced that every one of the cookies was gone.

B Jordan looked through the window and blamed Maya for taking the cookies.

C Jordan said there were still plenty of cookies left.

D Jordan looked through the cafeteria window.

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: 'They're gone,' announced Jordan, staring through the cafeteria window. 'The cookies. Every last 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.

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SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A Jordan looked through the cafeteria window and announced that every one of the cookies was gone.

WHY THIS IS CORRECT

A keeps both ideas (Jordan looked through the window, and all the cookies were gone) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (blaming Maya). C reverses the meaning (plenty left). D leaves out that the cookies were gone, 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, Jordan looked through the cafeteria window and announced that every one of the cookies was gone. A keeps both ideas (Jordan looked through the window, and all the cookies were gone) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (blaming Maya). C reverses the meaning (plenty left). D leaves out that the cookies were gone, so it is not complete."

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

ANSWER KEY: A, Jordan looked through the cafeteria window and announced that every one of the cookies was gone

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, paraphrase, or summarize 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, paraphrase, or summarize 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 investigation had already gone completely out of control."

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 investigation had already gone completely out of control.'"

▸ *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 investigation was completely out of control." Same meaning, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The investigation was completely out of control." 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, paraphrase, or summarize 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 wouldn't waste his time stealing cookies. He has other hobbies."
A. He would not bother stealing cookies, since he has other things he likes to do.
B. He loves stealing cookies more than anything else.
C. He has some hobbies.

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 wouldn't waste his time stealing cookies. He has other hobbies.' A. He would not bother stealing cookies, since he has other things he likes to do. B. He loves stealing cookies more than anything else. C. He has some hobbies."

▸ *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 (he would not steal cookies, and he has other things to do) with new words. B changes the meaning to the opposite (loves stealing). C drops the point that he would not steal, 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 both ideas (he would not steal cookies, and he has other things to do) with new words. B changes the meaning to the opposite (loves stealing). C drops the point that he would not steal, 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, paraphrase, or summarize 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.

"Behind them, the lunch line stopped moving."

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: 'Behind them, the lunch line stopped moving.'"

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

ANSWER KEY: Sample: "The lunch line behind them came to a stop." Same meaning and facts, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "The lunch line behind them came to a stop." 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, paraphrase, or summarize 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: "'I heard sixth grade took two each,' said Eli."

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: "I heard sixth grade took two each,' said Eli.'*

▸ *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: "Eli said he had heard the sixth graders each took two." The words change, but the meaning and the facts stay.

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Eli said he had heard the sixth graders each took two." The words change, but the meaning and the facts stay.

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, paraphrase, or summarize 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): "By 11:42 on Friday morning, fifth grade had a serious problem."

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): 'By 11:42 on Friday morning, fifth grade had a serious problem.'*

▸ *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: "By 11:42 on Friday morning, fifth grade had a serious problem." THINK: This shows the exact moment the trouble started, which sets up the story. 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: "By 11:42 on Friday morning, fifth grade had a serious problem." THINK: This shows the exact moment the trouble started, which sets up the story. 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 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: "The investigation had already gone completely out of control." 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.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 2 of 36

Slide 8 of 10

MEANING Monday	Sample: “The investigation was completely out of control.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps both ideas (he would not steal cookies, and he has other things to do) with new words. **B** changes the meaning to the opposite (loves stealing). **C** drops the point that he would not steal, so it is not complete.
SAY Wednesday	Sample: “The lunch line behind them came to a stop.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Eli said he had heard the sixth graders each took two.” The words change, but the meaning and the facts stay.
APPLY Friday	TAP paraphrase: “By 11:42 on Friday morning, fifth grade had a serious problem.” THINK: This shows the exact moment the trouble started, which sets up the story. 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 investigation was completely out of control.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (he would not steal cookies, and he has other things to do) with new words. B changes the meaning to the opposite (loves stealing). C drops the point that he would not steal, so it is not complete. SAY, Sample: “The lunch line behind them came to a stop.” Same meaning and facts, new words. REBUILD, Sample: “Eli said he had heard the sixth graders each took two.” The words change, but the meaning and the facts stay. APPLY, TAP paraphrase: “By 11:42 on Friday morning, fifth grade had a serious problem.” THINK: This shows the exact moment the trouble started, which sets up the story. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The investigation was completely out of control.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (he would not steal cookies, and he has other things to do) with new words. B changes the meaning to the opposite (loves stealing). C drops the point that he would not steal, so it is not complete. · SAY, Sample: “The lunch line behind them came to a stop.” Same meaning and facts, new words. · REBUILD, Sample: “Eli said he had heard the sixth graders each took two.” The words change, but the meaning and the facts stay. · APPLY, TAP paraphrase: “By 11:42 on Friday morning, fifth grade had a serious problem.” THINK: This shows the exact moment the trouble started, which sets up the story. 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 2 of 36

Slide 9 of 10

Read this part of the passage.

Within thirty seconds, the investigation had already gone completely out of control. “I heard sixth grade took two each,” said Eli.

Which sentence BEST paraphrases this part of the passage?

A In under a minute, the investigation got out of hand, with Eli claiming that sixth graders each took two cookies.

B In under a minute, Eli proved that the sixth graders had taken the cookies.

C The students calmly agreed on exactly what had happened.

D Eli said something about sixth grade.

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: Within thirty seconds, the investigation had already gone completely out of control. ‘I heard sixth grade took two each,’ said Eli.”

“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 In under a minute, the investigation got out of hand, with Eli claiming that sixth graders each took two cookies.

WHY THIS IS CORRECT

A keeps both ideas (the investigation quickly got out of control, and Eli's claim about sixth grade) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (Eli proved it). C reverses the meaning (calmly agreed). D leaves out the investigation and the claim, 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 under a minute, the investigation got out of hand, with Eli claiming that sixth graders each took two cookies. A keeps both ideas (the investigation quickly got out of control, and Eli's claim about sixth grade) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (Eli proved it). C reverses the meaning (calmly agreed). D leaves out the investigation and the claim, so it is not complete."

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

ANSWER KEY: A, In under a minute, the investigation got out of hand, with Eli claiming that sixth graders each took two cookies

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, paraphrase, or summarize 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 3 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, paraphrase, or summarize 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 Monday morning, Principal Bennett walked into the classroom carrying a clipboard."

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 Monday morning, Principal Bennett walked into the classroom carrying a clipboard.'"

▸ *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: "Principal Bennett came into the classroom on Monday morning with a clipboard." Same meaning, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Principal Bennett came into the classroom on Monday morning with a clipboard." 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, paraphrase, or summarize 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: "Principals with clipboards rarely arrived to announce an extra recess."
A. A principal holding a clipboard almost never came to give out an extra recess.
B. Principals with clipboards always came to announce an extra recess.
C. Principals carry clipboards.

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: 'Principals with clipboards rarely arrived to announce an extra recess.' A. A principal holding a clipboard almost never came to give out an extra recess. B. Principals with clipboards always came to announce an extra recess. C. Principals carry clipboards."

▸ *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 principal with a clipboard rarely meant an extra recess) with new words. B changes rarely into always, the opposite. C drops the point about the extra recess, 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 (a principal with a clipboard rarely meant an extra recess) with new words. B changes rarely into always, the opposite. C drops the point about the extra recess, 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, paraphrase, or summarize 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.

"'I heard fifth grade helped solve Friday's dessert problem,' she said."

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: "I heard fifth grade helped solve Friday's dessert problem,' she said.'"

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

ANSWER KEY: Sample: "She said she had heard that fifth grade helped fix Friday's dessert problem." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "She said she had heard that fifth grade helped fix Friday's dessert 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, paraphrase, or summarize 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: "'You surveyed students,' Principal Bennett corrected."

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: "You surveyed students,' Principal Bennett corrected.'*

▸ *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: "Principal Bennett corrected them, saying they had surveyed students." The words change, but the meaning stays.

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Principal Bennett corrected them, saying they had surveyed students." 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, paraphrase, or summarize 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): "Ms. Ruiz would like student input before she plans next month's Friday treats."

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): 'Ms. Ruiz would like student input before she plans next month's Friday treats.'*

▸ *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: "Ms. Ruiz wants students' ideas before she plans next month's Friday treats." THINK: This shows why the commission is being formed, to gather student input. 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: "Ms. Ruiz wants students' ideas before she plans next month's Friday treats." THINK: This shows why the commission is being formed, to gather student input. 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 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: "On Monday morning, Principal Bennett walked into the classroom carrying a clipboard." 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: “Principal Bennett came into the classroom on Monday morning with a clipboard.” Same meaning, new words.



CHOOSE
Tuesday

A is best. It keeps the meaning (a principal with a clipboard rarely meant an extra recess) with new words. **B** changes rarely into always, the opposite. **C** drops the point about the extra recess, so it is not complete.



SAY
Wednesday

Sample: “She said she had heard that fifth grade helped fix Friday’s dessert problem.” Same meaning and facts, new words.



REBUILD
Thursday

Sample: “Principal Bennett corrected them, saying they had surveyed students.” The words change, but the meaning stays.



APPLY
Friday

TAP paraphrase: “Ms. Ruiz wants students’ ideas before she plans next month’s Friday treats.” THINK: This shows why the commission is being formed, to gather student input. 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: “Principal Bennett came into the classroom on Monday morning with a clipboard.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (a principal with a clipboard rarely meant an extra recess) with new words. B changes rarely into always, the opposite. C drops the point about the extra recess, so it is not complete. SAY, Sample: “She said she had heard that fifth grade helped fix Friday’s dessert problem.” Same meaning and facts, new words. REBUILD, Sample: “Principal Bennett corrected them, saying they had surveyed students.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Ms. Ruiz wants students’ ideas before she plans next month’s Friday treats.” THINK: This shows why the commission is being formed, to gather student input. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Principal Bennett came into the classroom on Monday morning with a clipboard.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (a principal with a clipboard rarely meant an extra recess) with new words. B changes rarely into always, the opposite. C drops the point about the extra recess, so it is not complete. · SAY, Sample: “She said she had heard that fifth grade helped fix Friday’s dessert problem.” Same meaning and facts, new words. · REBUILD, Sample: “Principal Bennett corrected them, saying they had surveyed students.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Ms. Ruiz wants students’ ideas before she plans next month’s Friday treats.” THINK: This shows why the commission is being formed, to gather student input. 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 3 of 36

Slide 9 of 10

Read this part of the passage.

"I heard fifth grade helped solve Friday's dessert problem," she said. "You surveyed students," Principal Bennett corrected.

Which sentence BEST paraphrases this part of the passage?

A The principal said fifth grade helped with Friday's dessert problem, but she pointed out that they had really surveyed students.

B The principal said fifth grade helped, and she gave them a prize for it.

C The principal said fifth grade had caused the dessert problem.

D The principal said something about fifth grade.

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: 'I heard fifth grade helped solve Friday's dessert problem,' she said. 'You surveyed students,' Principal Bennett corrected."

"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 The principal said fifth grade helped with Friday's dessert problem, but she pointed out that they had really surveyed students.

WHY THIS IS CORRECT

A keeps both ideas (fifth grade helped, and she corrected that they surveyed students) 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 (caused the problem). D leaves out what she said, 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 principal said fifth grade helped with Friday's dessert problem, but she pointed out that they had really surveyed students. A keeps both ideas (fifth grade helped, and she corrected that they surveyed students) 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 (caused the problem). D leaves out what she said, so it is not complete."

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

ANSWER KEY: A, The principal said fifth grade helped with Friday's dessert problem, but she pointed out that they had really surveyed students

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, paraphrase, or summarize 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.

MONDAY • FOUNDATIONAL (Beginning)

PARAPHRASING

SHEET 4 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, paraphrase, or summarize 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.

"Ms. Ruiz would like student input before she plans next month's Friday treats."

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: 'Ms. Ruiz would like student input before she plans next month's Friday treats.'"

▸ *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: "Ms. Ruiz wants students' ideas before she plans next month's Friday treats." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 4 of 36 · Grade 5 • Prepare • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Ms. Ruiz wants students' ideas before she plans next month's Friday treats." 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, paraphrase, or summarize 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 wrote three words on the board: COOKIE COMMISSION."
A. On the board, she wrote the words COOKIE COMMISSION.
B. She erased the words COOKIE COMMISSION from the board.
C. She wrote on the board.

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 wrote three words on the board: COOKIE COMMISSION.' A. On the board, she wrote the words COOKIE COMMISSION. B. She erased the words COOKIE COMMISSION from the board. C. She wrote on the board."

▸ *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 wrote COOKIE COMMISSION on the board) with new words. B changes wrote into erased, the opposite. C drops the words she wrote, 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 (she wrote COOKIE COMMISSION on the board) with new words. B changes wrote into erased, the opposite. C drops the words she wrote, 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, paraphrase, or summarize 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.

"Principals with clipboards rarely arrived to announce an extra recess."

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: 'Principals with clipboards rarely arrived to announce an extra recess.'"

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

ANSWER KEY: Sample: "A principal with a clipboard almost never came to give an extra recess." Same meaning and facts, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "A principal with a clipboard almost never came to give an extra recess." 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, paraphrase, or summarize 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: "Principal Bennett gave fifth grade a challenge."

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: 'Principal Bennett gave fifth grade a challenge.'*

▸ *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: "Principal Bennett gave fifth grade a challenge to solve." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 4 of 36 · Grade 5 • Prepare • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Principal Bennett gave fifth grade a challenge to solve." 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, paraphrase, or summarize 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): "Ms. Ruiz would like student input before she plans next month's Friday treats."

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): 'Ms. Ruiz would like student input before she plans next month's Friday treats.'*

▸ *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: "Ms. Ruiz wants students' ideas before she plans next month's Friday treats." THINK: This shows the students' opinions will guide a real decision. 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: "Ms. Ruiz wants students' ideas before she plans next month's Friday treats." THINK: This shows the students' opinions will guide a real decision. 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: "Ms. Ruiz would like student input before she plans next month's Friday treats." 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: “Ms. Ruiz wants students’ ideas before she plans next month’s Friday treats.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (she wrote COOKIE COMMISSION on the board) with new words. **B** changes wrote into erased, the opposite. **C** drops the words she wrote, so it is not complete.
SAY Wednesday	Sample: “A principal with a clipboard almost never came to give an extra recess.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Principal Bennett gave fifth grade a challenge to solve.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Ms. Ruiz wants students’ ideas before she plans next month’s Friday treats.” THINK: This shows the students’ opinions will guide a real decision. 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: “Ms. Ruiz wants students’ ideas before she plans next month’s Friday treats.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (she wrote COOKIE COMMISSION on the board) with new words. B changes wrote into erased, the opposite. C drops the words she wrote, so it is not complete. SAY, Sample: “A principal with a clipboard almost never came to give an extra recess.” Same meaning and facts, new words. REBUILD, Sample: “Principal Bennett gave fifth grade a challenge to solve.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Ms. Ruiz wants students’ ideas before she plans next month’s Friday treats.” THINK: This shows the students’ opinions will guide a real decision. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Ms. Ruiz wants students’ ideas before she plans next month’s Friday treats.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (she wrote COOKIE COMMISSION on the board) with new words. B changes wrote into erased, the opposite. C drops the words she wrote, so it is not complete. · SAY, Sample: “A principal with a clipboard almost never came to give an extra recess.” Same meaning and facts, new words. · REBUILD, Sample: “Principal Bennett gave fifth grade a challenge to solve.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Ms. Ruiz wants students’ ideas before she plans next month’s Friday treats.” THINK: This shows the students’ opinions will guide a real decision. 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 4 of 36

Slide 9 of 10

Read this part of the passage.

"Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge."

Which sentence BEST paraphrases this part of the passage?

A Because Ms. Ruiz wants students' ideas before planning next month's Friday treats, the principal is giving fifth grade a challenge.

B Because Ms. Ruiz wants students' ideas, the principal is giving fifth grade extra credit.

C Ms. Ruiz does not want any student ideas at all.

D The principal gave fifth grade a challenge.

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: 'Ms. Ruiz would like student input before she plans next month's Friday treats. So I'm giving fifth grade a challenge.'"

"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 Ms. Ruiz wants students' ideas before planning next month's Friday treats, the principal is giving fifth grade a challenge.

WHY THIS IS CORRECT

A keeps both ideas (Ms. Ruiz wants student input, so the principal gives a challenge) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (extra credit). C reverses the meaning (does not want ideas). D leaves out why the challenge was given, 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 Ms. Ruiz wants students' ideas before planning next month's Friday treats, the principal is giving fifth grade a challenge. A keeps both ideas (Ms. Ruiz wants student input, so the principal gives a challenge) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (extra credit). C reverses the meaning (does not want ideas). D leaves out why the challenge was given, so it is not complete."

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

ANSWER KEY: A, Because Ms. Ruiz wants students' ideas before planning next month's Friday treats, the principal is giving fifth grade a challenge

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.

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

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

PARAPHRASING

EXACT TEKS WORDING (from TEA)

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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, paraphrase, or summarize 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 colonists considered themselves loyal to the king."

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 colonists considered themselves loyal to the king.'"

▸ *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 colonists thought of themselves as loyal to the king." Same meaning, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Many colonists thought of themselves as loyal to the king." 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, paraphrase, or summarize 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 Stamp Act required colonists to pay taxes on printed materials such as newspapers."
A. The Stamp Act made colonists pay taxes on printed things like newspapers.
B. The Stamp Act let colonists print newspapers for free.
C. The Stamp Act was a law.

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 Stamp Act required colonists to pay taxes on printed materials such as newspapers.' A. The Stamp Act made colonists pay taxes on printed things like newspapers. B. The Stamp Act let colonists print newspapers for free. C. The Stamp Act was a law."

▸ *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 Stamp Act taxed printed materials) with new words. B changes the meaning to the opposite (free). C drops what the law did, 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 (the Stamp Act taxed printed materials) with new words. B changes the meaning to the opposite (free). C drops what the law did, 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, paraphrase, or summarize 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.

"Colonists strongly opposed this law because they had no representation."

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: 'Colonists strongly opposed this law because they had no representation.'"

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

ANSWER KEY: Sample: "Colonists were strongly against this law because they had no say in the government." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Colonists were strongly against this law because they had no say in the government." 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, paraphrase, or summarize 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 Boston Massacre increased anger and distrust toward Britain."

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 Boston Massacre increased anger and distrust toward Britain.'*

▸ *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 Boston Massacre made colonists angrier and less trusting of Britain." The words and order change, but the meaning stays.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The Boston Massacre made colonists angrier and less trusting of Britain." 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, paraphrase, or summarize 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): "The American Revolution became a fight for independence."

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): 'The American Revolution became a fight for independence.'*

▸ *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: "The American Revolution turned into a fight for independence." THINK: This shows the growing anger led all the way to a war for freedom. The paraphrase is the evidence, not the explanation.

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

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "The American Revolution turned into a fight for independence." THINK: This shows the growing anger led all the way to a war for freedom. 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: "Many colonists considered themselves loyal to the king." 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 colonists thought of themselves as loyal to the king.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (the Stamp Act taxed printed materials) with new words. **B** changes the meaning to the opposite (free). **C** drops what the law did, so it is not complete.
SAY Wednesday	Sample: “Colonists were strongly against this law because they had no say in the government.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The Boston Massacre made colonists angrier and less trusting of Britain.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The American Revolution turned into a fight for independence.” THINK: This shows the growing anger led all the way to a war for freedom. 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 colonists thought of themselves as loyal to the king.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (the Stamp Act taxed printed materials) with new words. B changes the meaning to the opposite (free). C drops what the law did, so it is not complete. SAY, Sample: “Colonists were strongly against this law because they had no say in the government.” Same meaning and facts, new words. REBUILD, Sample: “The Boston Massacre made colonists angrier and less trusting of Britain.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “The American Revolution turned into a fight for independence.” THINK: This shows the growing anger led all the way to a war for freedom. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Many colonists thought of themselves as loyal to the king.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (the Stamp Act taxed printed materials) with new words. B changes the meaning to the opposite (free). C drops what the law did, so it is not complete. · SAY, Sample: “Colonists were strongly against this law because they had no say in the government.” Same meaning and facts, new words. · REBUILD, Sample: “The Boston Massacre made colonists angrier and less trusting of Britain.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “The American Revolution turned into a fight for independence.” THINK: This shows the growing anger led all the way to a war for freedom. 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 5 of 36

Slide 9 of 10

Read this part of the passage.

The Stamp Act required colonists to pay taxes on printed materials. Colonists opposed it because they had no representation.

Which sentence BEST paraphrases this part of the passage?

A Colonists disliked the Stamp Act, which taxed printed materials, because they had no say in the government.

B Colonists disliked the Stamp Act so much that they refused to read anything.

C Colonists were happy to pay the taxes in the Stamp Act.

D The Stamp Act taxed printed materials.

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 Stamp Act required colonists to pay taxes on printed materials. Colonists opposed it because they had no representation."

"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 Colonists disliked the Stamp Act, which taxed printed materials, because they had no say in the government.

WHY THIS IS CORRECT

A keeps both ideas (the Stamp Act taxed printed materials, and colonists opposed it because they had no representation) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (refused to read). C reverses the meaning (happy to pay). D leaves out why colonists opposed it, 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, Colonists disliked the Stamp Act, which taxed printed materials, because they had no say in the government. A keeps both ideas (the Stamp Act taxed printed materials, and colonists opposed it because they had no representation) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (refused to read). C reverses the meaning (happy to pay). D leaves out why colonists opposed it, so it is not complete."

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

ANSWER KEY: A, Colonists disliked the Stamp Act, which taxed printed materials, because they had no say in the government

(7)(D) · Paraphrasing · Sheet 5 of 36 · Grade 5 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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 1770, British soldiers fired into a crowd of colonists during the Boston Massacre."

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 1770, British soldiers fired into a crowd of colonists during the Boston Massacre.'"

▸ *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 1770, British soldiers shot into a crowd of colonists during the Boston Massacre." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 5 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "In 1770, British soldiers shot into a crowd of colonists during the Boston Massacre." 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, paraphrase, or summarize 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 event increased anger and distrust toward Britain."
A. This event made colonists angrier and less trusting of Britain.
B. This event made colonists trust Britain much more.
C. This event happened.

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 event increased anger and distrust toward Britain.' A. This event made colonists angrier and less trusting of Britain. B. This event made colonists trust Britain much more. C. This event happened."

▸ *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 event increased anger and distrust) with new words. B changes the meaning to the opposite (trust more). C drops the effect (anger and distrust), so it is not complete.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 5 • 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 (the event increased anger and distrust) with new words. B changes the meaning to the opposite (trust more). C drops the effect (anger and distrust), 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, paraphrase, or summarize 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.

"Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

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: 'Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights.'"

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

ANSWER KEY: Sample: "Britain passed the Intolerable Acts, which punished the colonies and cut their rights." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 5 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Britain passed the Intolerable Acts, which punished the colonies and cut their rights." 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, paraphrase, or summarize 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: "Instead of ending the conflict, these actions brought the colonies closer together."

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: 'Instead of ending the conflict, these actions brought the colonies closer together.'*

▸ *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: "Rather than ending the conflict, these actions pulled the colonies closer together." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 5 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Rather than ending the conflict, these actions pulled the colonies closer together." 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, paraphrase, or summarize 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): "Over time, many colonists wanted to remove British control."

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): 'Over time, many colonists wanted to remove British control.'*

▸ *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: "As time went on, many colonists wanted to end British control." THINK: This shows the anger built toward a desire for independence. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 5 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "As time went on, many colonists wanted to end British control." THINK: This shows the anger built toward a desire for independence. 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: "In 1770, British soldiers fired into a crowd of colonists during the Boston Massacre." 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.

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

SHEET 6 of 36

Slide 8 of 10

MEANING Monday	Sample: “In 1770, British soldiers shot into a crowd of colonists during the Boston Massacre.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (the event increased anger and distrust) with new words. **B** changes the meaning to the opposite (trust more). **C** drops the effect (anger and distrust), so it is not complete.
SAY Wednesday	Sample: “Britain passed the Intolerable Acts, which punished the colonies and cut their rights.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Rather than ending the conflict, these actions pulled the colonies closer together.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “As time went on, many colonists wanted to end British control.” THINK: This shows the anger built toward a desire for independence. 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 1770, British soldiers shot into a crowd of colonists during the Boston Massacre.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (the event increased anger and distrust) with new words. B changes the meaning to the opposite (trust more). C drops the effect (anger and distrust), so it is not complete. SAY, Sample: “Britain passed the Intolerable Acts, which punished the colonies and cut their rights.” Same meaning and facts, new words. REBUILD, Sample: “Rather than ending the conflict, these actions pulled the colonies closer together.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “As time went on, many colonists wanted to end British control.” THINK: This shows the anger built toward a desire for independence. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “In 1770, British soldiers shot into a crowd of colonists during the Boston Massacre.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (the event increased anger and distrust) with new words. B changes the meaning to the opposite (trust more). C drops the effect (anger and distrust), so it is not complete. · SAY, Sample: “Britain passed the Intolerable Acts, which punished the colonies and cut their rights.” Same meaning and facts, new words. · REBUILD, Sample: “Rather than ending the conflict, these actions pulled the colonies closer together.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “As time went on, many colonists wanted to end British control.” THINK: This shows the anger built toward a desire for independence. 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 6 of 36

Slide 9 of 10

Read this part of the passage.

In 1770, the Boston Massacre occurred when British soldiers fired into a crowd, killing several people. This event increased anger toward Britain.

Which sentence BEST paraphrases this part of the passage?

A During the 1770 Boston Massacre, British soldiers shot into a crowd and killed several people, which made colonists angrier at Britain.

B During the 1770 Boston Massacre, British soldiers fired into a crowd, and the war began that same day.

C The Boston Massacre made the colonists like Britain even more.

D The Boston Massacre happened in 1770.

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 1770, the Boston Massacre occurred when British soldiers fired into a crowd, killing several people. This event increased anger toward Britain."

"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 6 of 36 · Grade 5 • Cluster 1 • 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 6 of 36

Slide 10 of 10

Correct answer: A During the 1770 Boston Massacre, British soldiers shot into a crowd and killed several people, which made colonists angrier at Britain.

WHY THIS IS CORRECT

A keeps all the ideas (the 1770 massacre, soldiers killed people, colonists grew angrier) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (the war began that day). C reverses the meaning (liked Britain more). D leaves out the killing and the anger, 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, During the 1770 Boston Massacre, British soldiers shot into a crowd and killed several people, which made colonists angrier at Britain. A keeps all the ideas (the 1770 massacre, soldiers killed people, colonists grew angrier) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (the war began that day). C reverses the meaning (liked Britain more). D leaves out the killing and the anger, so it is not complete."

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

ANSWER KEY: A, During the 1770 Boston Massacre, British soldiers shot into a crowd and killed several people, which made colonists angrier at Britain

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 5 • Cluster 1 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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 Intolerable Acts punished the colonies and limited their rights."

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 Intolerable Acts punished the colonies and limited their rights.'"

▸ *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 Intolerable Acts punished the colonies and cut their rights." Same meaning, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The Intolerable Acts punished the colonies and cut their rights." 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, paraphrase, or summarize 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: "Instead of ending the conflict, these actions brought the colonies closer together."
A. Rather than stopping the conflict, these actions united the colonies more.
B. These actions ended the conflict completely.
C. These actions did things.

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: 'Instead of ending the conflict, these actions brought the colonies closer together.' A. Rather than stopping the conflict, these actions united the colonies more. B. These actions ended the conflict completely. C. These actions did things."

▸ *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 actions united the colonies instead of ending the conflict) with new words. B changes the meaning to the opposite (ended the conflict). C drops what the actions did, so it is not complete.

(7)(D) · Paraphrasing · Sheet 7 of 36 · Grade 5 • Cluster 1 • 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 actions united the colonies instead of ending the conflict) with new words. B changes the meaning to the opposite (ended the conflict). C drops what the actions did, 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, paraphrase, or summarize 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.

"Over time, many colonists wanted to remove British control."

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: 'Over time, many colonists wanted to remove British control.'"

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

ANSWER KEY: Sample: "As time passed, many colonists wanted to end British rule." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "As time passed, many colonists wanted to end British rule." 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, paraphrase, or summarize 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 American Revolution became a fight for independence, leading to the Declaration of Independence."

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 American Revolution became a fight for independence, leading to the Declaration of Independence.'*

▸ *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 American Revolution grew into a fight for independence that led to the Declaration of Independence." The words and order change, but the meaning stays.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The American Revolution grew into a fight for independence that led to the Declaration of Independence." 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, paraphrase, or summarize 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): "The American Revolution led to the creation of a new nation."

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): 'The American Revolution led to the creation of a new nation.'*

▸ *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: "The American Revolution led to the creation of a new nation." THINK: This shows the conflict ended in a brand new country. The paraphrase is the evidence, not the explanation.

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

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "The American Revolution led to the creation of a new nation." THINK: This shows the conflict ended in a brand new country. 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 Intolerable Acts punished the colonies and limited their rights." 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.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “The Intolerable Acts punished the colonies and cut their rights.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (the actions united the colonies instead of ending the conflict) with new words. **B** changes the meaning to the opposite (ended the conflict). **C** drops what the actions did, so it is not complete.
SAY Wednesday	Sample: “As time passed, many colonists wanted to end British rule.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The American Revolution grew into a fight for independence that led to the Declaration of Independence.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The American Revolution led to the creation of a new nation.” THINK: This shows the conflict ended in a brand new country. 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 Intolerable Acts punished the colonies and cut their rights.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (the actions united the colonies instead of ending the conflict) with new words. B changes the meaning to the opposite (ended the conflict). C drops what the actions did, so it is not complete. SAY, Sample: “As time passed, many colonists wanted to end British rule.” Same meaning and facts, new words. REBUILD, Sample: “The American Revolution grew into a fight for independence that led to the Declaration of Independence.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “The American Revolution led to the creation of a new nation.” THINK: This shows the conflict ended in a brand new country. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The Intolerable Acts punished the colonies and cut their rights.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (the actions united the colonies instead of ending the conflict) with new words. B changes the meaning to the opposite (ended the conflict). C drops what the actions did, so it is not complete. · SAY, Sample: “As time passed, many colonists wanted to end British rule.” Same meaning and facts, new words. · REBUILD, Sample: “The American Revolution grew into a fight for independence that led to the Declaration of Independence.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “The American Revolution led to the creation of a new nation.” THINK: This shows the conflict ended in a brand new country. 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.

Great Britain passed the Intolerable Acts, which punished the colonies. Instead of ending the conflict, these actions brought the colonies closer together.

Which sentence BEST paraphrases this part of the passage?

A Britain's Intolerable Acts were meant to punish the colonies, but they actually united the colonies instead of ending the conflict.

B Britain's Intolerable Acts punished the colonies, and then Britain quickly apologized.

C The Intolerable Acts made the colonies give up the fight.

D Britain passed the Intolerable Acts.

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: Great Britain passed the Intolerable Acts, which punished the colonies. Instead of ending the conflict, these actions brought the colonies closer together."

"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 Britain's Intolerable Acts were meant to punish the colonies, but they actually united the colonies instead of ending the conflict.

WHY THIS IS CORRECT

A keeps both ideas (the Acts were meant to punish, but they united the colonies) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (Britain apologized). C reverses the meaning (gave up). D leaves out the effect on the colonies, 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, Britain's Intolerable Acts were meant to punish the colonies, but they actually united the colonies instead of ending the conflict. A keeps both ideas (the Acts were meant to punish, but they united the colonies) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (Britain apologized). C reverses the meaning (gave up). D leaves out the effect on the colonies, so it is not complete."

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

ANSWER KEY: A, Britain's Intolerable Acts were meant to punish the colonies, but they actually united the colonies instead of ending the conflict

(7)(D) · Paraphrasing · Sheet 7 of 36 · Grade 5 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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 American Revolution became a fight for independence."

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 American Revolution became a fight for independence.'"

▸ *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 American Revolution turned into a fight for independence." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 8 of 36 · Grade 5 • Cluster 1 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The American Revolution turned into a fight for independence." 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, paraphrase, or summarize 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: "Over time, many colonists wanted to remove British control."
A. As time passed, many colonists wanted to get rid of British rule.
B. Over time, colonists wanted even more British control.
C. Colonists wanted things.

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: 'Over time, many colonists wanted to remove British control.' A. As time passed, many colonists wanted to get rid of British rule. B. Over time, colonists wanted even more British control. C. Colonists wanted things."

▸ *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 (colonists wanted to end British rule over time) with new words. B changes the meaning to the opposite (more control). C drops what they wanted, 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 (colonists wanted to end British rule over time) with new words. B changes the meaning to the opposite (more control). C drops what they wanted, 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, paraphrase, or summarize 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.

"Before the Revolution, the thirteen colonies were part of Great Britain."

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: 'Before the Revolution, the thirteen colonies were part of Great Britain.'"

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

ANSWER KEY: Sample: "Before the Revolution, the thirteen colonies belonged to Great Britain." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 8 of 36 · Grade 5 • Cluster 1 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Before the Revolution, the thirteen colonies belonged to Great Britain." 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, paraphrase, or summarize 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: "Colonists opposed the Stamp Act because they had no representation."

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: 'Colonists opposed the Stamp Act because they had no representation.'*

▸ *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: "Colonists were against the Stamp Act because they had no say in the government." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 8 of 36 · Grade 5 • Cluster 1 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Colonists were against the Stamp Act because they had no say in the government." 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, paraphrase, or summarize 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): "The American Revolution led to the Declaration of Independence and the creation of a new nation."

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): 'The American Revolution led to the Declaration of Independence and the creation of a new nation.'*

▸ *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: "The American Revolution led to the Declaration of Independence and a new nation." THINK: This shows the fight ended in independence and a new country. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 8 of 36 · Grade 5 • Cluster 1 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "The American Revolution led to the Declaration of Independence and a new nation." THINK: This shows the fight ended in independence and a new country. 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 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: "The American Revolution became a fight for independence." 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



MEANING
Monday

Sample: “The American Revolution turned into a fight for independence.” Same meaning, new words.



CHOOSE
Tuesday

A is best. It keeps the meaning (colonists wanted to end British rule over time) with new words. **B** changes the meaning to the opposite (more control). **C** drops what they wanted, so it is not complete.



SAY
Wednesday

Sample: “Before the Revolution, the thirteen colonies belonged to Great Britain.” Same meaning and facts, new words.



REBUILD
Thursday

Sample: “Colonists were against the Stamp Act because they had no say in the government.” The words change, but the meaning stays.



APPLY
Friday

TAP paraphrase: “The American Revolution led to the Declaration of Independence and a new nation.” THINK: This shows the fight ended in independence and a new country. 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 American Revolution turned into a fight for independence.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (colonists wanted to end British rule over time) with new words. B changes the meaning to the opposite (more control). C drops what they wanted, so it is not complete. SAY, Sample: “Before the Revolution, the thirteen colonies belonged to Great Britain.” Same meaning and facts, new words. REBUILD, Sample: “Colonists were against the Stamp Act because they had no say in the government.” The words change, but the meaning stays. APPLY, TAP paraphrase: “The American Revolution led to the Declaration of Independence and a new nation.” THINK: This shows the fight ended in independence and a new country. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The American Revolution turned into a fight for independence.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (colonists wanted to end British rule over time) with new words. B changes the meaning to the opposite (more control). C drops what they wanted, so it is not complete. · SAY, Sample: “Before the Revolution, the thirteen colonies belonged to Great Britain.” Same meaning and facts, new words. · REBUILD, Sample: “Colonists were against the Stamp Act because they had no say in the government.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “The American Revolution led to the Declaration of Independence and a new nation.” THINK: This shows the fight ended in independence and a new country. 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 8 of 36

Slide 9 of 10

Read this part of the passage.

Over time, many colonists wanted to remove British control. The American Revolution became a fight for independence, leading to the Declaration of Independence.

Which sentence BEST paraphrases this part of the passage?

A As colonists increasingly wanted to end British rule, the Revolution grew into a fight for independence that led to the Declaration of Independence.

B As colonists wanted to end British rule, Britain signed the Declaration of Independence too.

C Colonists decided they wanted to stay under British control.

D The American Revolution happened.

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: Over time, many colonists wanted to remove British control. The American Revolution became a fight for independence, leading to the Declaration of Independence."

"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 As colonists increasingly wanted to end British rule, the Revolution grew into a fight for independence that led to the Declaration of Independence.

WHY THIS IS CORRECT

A keeps both ideas (colonists wanted to end British rule, and the Revolution became a fight for independence) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (Britain signed it). C reverses the meaning (stay under control). D leaves out the fight for independence, 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, As colonists increasingly wanted to end British rule, the Revolution grew into a fight for independence that led to the Declaration of Independence. A keeps both ideas (colonists wanted to end British rule, and the Revolution became a fight for independence) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (Britain signed it). C reverses the meaning (stay under control). D leaves out the fight for independence, so it is not complete."

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

ANSWER KEY: A, As colonists increasingly wanted to end British rule, the Revolution grew into a fight for independence that led to the Declaration of Independence

(7)(D) · Paraphrasing · Sheet 8 of 36 · Grade 5 • Cluster 1 • 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.

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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, paraphrase, or summarize 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, paraphrase, or summarize 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.

"Before 1600, Spain began to explore and claim land in what is now Texas."

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: 'Before 1600, Spain began to explore and claim land in what is now Texas.'"

▸ *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: "Before 1600, Spain started exploring and claiming land in what is now Texas." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 5 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Before 1600, Spain started exploring and claiming land in what is now Texas." 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, paraphrase, or summarize 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: "Missions were settlements led by Spanish priests called missionaries."
A. Missions were communities led by Spanish priests known as missionaries.
B. Missions were forts led by Spanish soldiers.
C. Missions were settlements.

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: 'Missions were settlements led by Spanish priests called missionaries.' A. Missions were communities led by Spanish priests known as missionaries. B. Missions were forts led by Spanish soldiers. C. Missions were settlements."

▸ *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 (missions were led by priests called missionaries) with new words. B changes missions into forts led by soldiers, which are presidios. C drops who led them, so it is not complete.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 5 • 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 (missions were led by priests called missionaries) with new words. B changes missions into forts led by soldiers, which are presidios. C drops who led them, 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, paraphrase, or summarize 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.

"Their main goal was to convert Native Americans to Catholicism."

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: 'Their main goal was to convert Native Americans to Catholicism.'"

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

ANSWER KEY: Sample: "Their main goal was to bring Native Americans into the Catholic faith." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 5 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Their main goal was to bring Native Americans into the Catholic faith." 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, paraphrase, or summarize 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: "Presidios were forts built by Spanish soldiers."

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: 'Presidios were forts built by Spanish soldiers.'*

▸ *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: "Spanish soldiers built forts called presidios." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 5 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Spanish soldiers built forts called presidios." 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, paraphrase, or summarize 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): "Spanish rule had lasting effects on Texas."

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): 'Spanish rule had lasting effects on Texas.'*

▸ *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: "Spanish rule left lasting effects on Texas." THINK: This shows the passage's point, that Spain's influence stayed long after. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 5 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Spanish rule left lasting effects on Texas." THINK: This shows the passage's point, that Spain's influence stayed long after. 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: "Before 1600, Spain began to explore and claim land in what is now Texas." 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: “Before 1600, Spain started exploring and claiming land in what is now Texas.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (missions were led by priests called missionaries) with new words. **B** changes missions into forts led by soldiers, which are presidios. **C** drops who led them, so it is not complete.
SAY Wednesday	Sample: “Their main goal was to bring Native Americans into the Catholic faith.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Spanish soldiers built forts called presidios.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Spanish rule left lasting effects on Texas.” THINK: This shows the passage’s point, that Spain’s influence stayed long after. 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: “Before 1600, Spain started exploring and claiming land in what is now Texas.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (missions were led by priests called missionaries) with new words. B changes missions into forts led by soldiers, which are presidios. C drops who led them, so it is not complete. SAY, Sample: “Their main goal was to bring Native Americans into the Catholic faith.” Same meaning and facts, new words. REBUILD, Sample: “Spanish soldiers built forts called presidios.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Spanish rule left lasting effects on Texas.” THINK: This shows the passage’s point, that Spain’s influence stayed long after. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Before 1600, Spain started exploring and claiming land in what is now Texas.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (missions were led by priests called missionaries) with new words. B changes missions into forts led by soldiers, which are presidios. C drops who led them, so it is not complete. · SAY, Sample: “Their main goal was to bring Native Americans into the Catholic faith.” Same meaning and facts, new words. · REBUILD, Sample: “Spanish soldiers built forts called presidios.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Spanish rule left lasting effects on Texas.” THINK: This shows the passage’s point, that Spain’s influence stayed long after. 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 9 of 36

Slide 9 of 10

Read this part of the passage.

Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.

Which sentence BEST paraphrases this part of the passage?

A Spain's leaders hoped to grow their empire, spread Catholicism, and guard their land.

B Spain's leaders hoped to grow their empire and become close friends with France.

C Spanish leaders wanted to give up their empire and their religion.

D Spanish leaders wanted to expand their empire.

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: Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries."

"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 Spain's leaders hoped to grow their empire, spread Catholicism, and guard their land.

WHY THIS IS CORRECT

A keeps all three goals (grow the empire, spread the religion, protect the land) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (friends with France). C reverses the meaning (give up). D leaves out two of the three goals, 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, Spain's leaders hoped to grow their empire, spread Catholicism, and guard their land. A keeps all three goals (grow the empire, spread the religion, protect the land) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (friends with France). C reverses the meaning (give up). D leaves out two of the three goals, so it is not complete."

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

ANSWER KEY: A, Spain's leaders hoped to grow their empire, spread Catholicism, and guard their land

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, paraphrase, or summarize 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, paraphrase, or summarize 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.

"Presidios were forts built by Spanish soldiers."

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: 'Presidios were forts built by Spanish soldiers.'"

▸ *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: "Spanish soldiers built the forts called presidios." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 5 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Spanish soldiers built the forts called presidios." 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, paraphrase, or summarize 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: "Their purpose was to serve as a protective force for the missions and nearby settlements."
A. Their job was to protect the missions and the settlements nearby.
B. Their purpose was to attack the missions and settlements.
C. They had a purpose.

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: 'Their purpose was to serve as a protective force for the missions and nearby settlements.' A. Their job was to protect the missions and the settlements nearby. B. Their purpose was to attack the missions and settlements. C. They had a purpose."

▸ *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 (their job was to protect the missions and settlements) with new words. B changes protect into attack, the opposite. C drops what their purpose was, so it is not complete.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 5 • 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 (their job was to protect the missions and settlements) with new words. B changes protect into attack, the opposite. C drops what their purpose was, 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, paraphrase, or summarize 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.

"Soldiers guarded the area and helped keep control of the land."

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: 'Soldiers guarded the area and helped keep control of the land.'"

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

ANSWER KEY: Sample: "Soldiers watched over the area and helped keep control of the land." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 5 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Soldiers watched over the area and helped keep control of the land." 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, paraphrase, or summarize 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: "Missionaries helped transfer Spanish customs and skills such as farming."

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: 'Missionaries helped transfer Spanish customs and skills such as farming.'*

▸ *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: "Missionaries passed on Spanish customs and skills such as farming." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 5 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Missionaries passed on Spanish customs and skills such as farming." 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, paraphrase, or summarize 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 missions and presidios, Spain was able to maintain control of Texas."

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 missions and presidios, Spain was able to maintain control of Texas.'*

▸ *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 the missions and presidios, Spain could keep control of Texas." THINK: This shows how the two kinds of settlements worked together to hold the land. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 5 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Thanks to the missions and presidios, Spain could keep control of Texas." THINK: This shows how the two kinds of settlements worked together to hold the land. 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: "Presidios were forts built by Spanish soldiers." 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.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 10 of 36

Slide 8 of 10

MEANING Monday	Sample: “Spanish soldiers built the forts called presidios.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (their job was to protect the missions and settlements) with new words. **B** changes protect into attack, the opposite. **C** drops what their purpose was, so it is not complete.
SAY Wednesday	Sample: “Soldiers watched over the area and helped keep control of the land.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Missionaries passed on Spanish customs and skills such as farming.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Thanks to the missions and presidios, Spain could keep control of Texas.” THINK: This shows how the two kinds of settlements worked together to hold the land. 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: “Spanish soldiers built the forts called presidios.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (their job was to protect the missions and settlements) with new words. B changes protect into attack, the opposite. C drops what their purpose was, so it is not complete. SAY, Sample: “Soldiers watched over the area and helped keep control of the land.” Same meaning and facts, new words. REBUILD, Sample: “Missionaries passed on Spanish customs and skills such as farming.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Thanks to the missions and presidios, Spain could keep control of Texas.” THINK: This shows how the two kinds of settlements worked together to hold the land. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Spanish soldiers built the forts called presidios.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (their job was to protect the missions and settlements) with new words. B changes protect into attack, the opposite. C drops what their purpose was, so it is not complete. · SAY, Sample: “Soldiers watched over the area and helped keep control of the land.” Same meaning and facts, new words. · REBUILD, Sample: “Missionaries passed on Spanish customs and skills such as farming.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Thanks to the missions and presidios, Spain could keep control of Texas.” THINK: This shows how the two kinds of settlements worked together to hold the land. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 5 • 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

Read this part of the passage.

Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions.

Which sentence BEST paraphrases this part of the passage?

A Spanish soldiers built forts called presidios to protect the missions.

B Spanish soldiers built forts called presidios to hold large markets.

C Presidios were built in order to harm the missions.

D Presidios were forts.

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: Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions."

"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 Spanish soldiers built forts called presidios to protect the missions.

WHY THIS IS CORRECT

A keeps both ideas (soldiers built presidios, and they protected the missions) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (markets). C reverses the meaning (harm the missions). D leaves out the purpose, 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, Spanish soldiers built forts called presidios to protect the missions. A keeps both ideas (soldiers built presidios, and they protected the missions) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (markets). C reverses the meaning (harm the missions). D leaves out the purpose, so it is not complete."

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

ANSWER KEY: A, Spanish soldiers built forts called presidios to protect the missions

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 5 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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 Spanish language and Catholic religion became part of daily life in the region."

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 Spanish language and Catholic religion became part of daily life in the region.'"

▸ *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 Spanish language and Catholic faith became part of everyday life in the region." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 5 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The Spanish language and Catholic faith became part of everyday life in the region." 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, paraphrase, or summarize 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: "Many place names and traditions in Texas today reflect this influence."
A. A lot of place names and traditions in Texas today still show this influence.
B. No place names or traditions in Texas show this influence.
C. Texas has place names.

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: 'Many place names and traditions in Texas today reflect this influence.' A. A lot of place names and traditions in Texas today still show this influence. B. No place names or traditions in Texas show this influence. C. Texas has place names."

▸ *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 (many Texas place names and traditions still show this influence) with new words. B changes many into none, the opposite. C drops the influence, 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 (many Texas place names and traditions still show this influence) with new words. B changes many into none, the opposite. C drops the influence, 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, paraphrase, or summarize 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.

"Missions were settlements led by Spanish priests called missionaries."

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: 'Missions were settlements led by Spanish priests called missionaries.'"

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

ANSWER KEY: Sample: "Missions were communities led by Spanish priests called missionaries." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 5 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Missions were communities led by Spanish priests called missionaries." 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, paraphrase, or summarize 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: "Spanish rule had lasting effects on Texas."

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: 'Spanish rule had lasting effects on Texas.'*

▸ *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: "Spanish rule left lasting effects on Texas." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 5 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Spanish rule left lasting effects on Texas." 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, paraphrase, or summarize 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): "These early settlements played an important role in shaping the history and culture of the region."

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): 'These early settlements played an important role in shaping the history and culture of the region.'*

▸ *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: "These early settlements helped shape the region's history and culture." THINK: This shows the settlements mattered far beyond their own time. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 5 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "These early settlements helped shape the region's history and culture." THINK: This shows the settlements mattered far beyond their own time. 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: "The Spanish language and Catholic religion became part of daily life in the region." 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: “The Spanish language and Catholic faith became part of everyday life in the region.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (many Texas place names and traditions still show this influence) with new words. **B** changes many into none, the opposite. **C** drops the influence, so it is not complete.
SAY Wednesday	Sample: “Missions were communities led by Spanish priests called missionaries.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Spanish rule left lasting effects on Texas.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “These early settlements helped shape the region’s history and culture.” THINK: This shows the settlements mattered far beyond their own time. 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 Spanish language and Catholic faith became part of everyday life in the region.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (many Texas place names and traditions still show this influence) with new words. B changes many into none, the opposite. C drops the influence, so it is not complete. SAY, Sample: “Missions were communities led by Spanish priests called missionaries.” Same meaning and facts, new words. REBUILD, Sample: “Spanish rule left lasting effects on Texas.” The words change, but the meaning stays. APPLY, TAP paraphrase: “These early settlements helped shape the region’s history and culture.” THINK: This shows the settlements mattered far beyond their own time. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The Spanish language and Catholic faith became part of everyday life in the region.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (many Texas place names and traditions still show this influence) with new words. B changes many into none, the opposite. C drops the influence, so it is not complete. · SAY, Sample: “Missions were communities led by Spanish priests called missionaries.” Same meaning and facts, new words. · REBUILD, Sample: “Spanish rule left lasting effects on Texas.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “These early settlements helped shape the region’s history and culture.” THINK: This shows the settlements mattered far beyond their own time. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 5 • 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.

Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life.

Which sentence BEST paraphrases this part of the passage?

A Spanish rule left lasting marks on Texas, as the Spanish language and Catholic faith became part of everyday life.

B Spanish rule left lasting marks, and soon everyone in Texas spoke only Spanish.

C Spanish rule left no lasting effects on Texas at all.

D Spanish rule affected Texas.

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: Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life.”

“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 11 of 36

Slide 10 of 10

Correct answer: A Spanish rule left lasting marks on Texas, as the Spanish language and Catholic faith became part of everyday life.

WHY THIS IS CORRECT

A keeps both ideas (Spanish rule had lasting effects, and the language and religion became daily life) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (everyone spoke only Spanish). C reverses the meaning (no effects). D leaves out the language and religion, 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, Spanish rule left lasting marks on Texas, as the Spanish language and Catholic faith became part of everyday life. A keeps both ideas (Spanish rule had lasting effects, and the language and religion became daily life) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (everyone spoke only Spanish). C reverses the meaning (no effects). D leaves out the language and religion, so it is not complete."

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

ANSWER KEY: A, Spanish rule left lasting marks on Texas, as the Spanish language and Catholic faith became part of everyday life

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 5 • Cluster 2 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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 missions and presidios, Spain was able to maintain control of Texas."

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 missions and presidios, Spain was able to maintain control of Texas.'"

▸ *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 missions and presidios, Spain kept control of Texas." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 12 of 36 · Grade 5 • Cluster 2 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Thanks to missions and presidios, Spain kept control of Texas." 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, paraphrase, or summarize 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: "Soldiers guarded the area and helped keep control of the land."
A. Soldiers watched over the area and helped Spain keep control of the land.
B. Soldiers left the area completely unguarded.
C. Soldiers guarded the area.

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: 'Soldiers guarded the area and helped keep control of the land.' A. Soldiers watched over the area and helped Spain keep control of the land. B. Soldiers left the area completely unguarded. C. Soldiers guarded the area."

▸ *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 (soldiers watched the area and helped keep control) with new words. B changes guarded into left unguarded, the opposite. C drops that they helped keep control, so it is not complete.

(7)(D) · Paraphrasing · Sheet 12 of 36 · Grade 5 • 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 (soldiers watched the area and helped keep control) with new words. B changes guarded into left unguarded, the opposite. C drops that they helped keep control, 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, paraphrase, or summarize 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.

"Their main goal was to convert Native Americans to Catholicism."

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: 'Their main goal was to convert Native Americans to Catholicism.'"

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

ANSWER KEY: Sample: "Their main goal was to bring Native Americans into the Catholic faith." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 12 of 36 · Grade 5 • Cluster 2 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Their main goal was to bring Native Americans into the Catholic faith." 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, paraphrase, or summarize 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 Spanish language and Catholic religion became part of daily life in the region."

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 Spanish language and Catholic religion became part of daily life in the region.'*

▸ *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 Spanish language and Catholic faith became part of daily life in the region." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 12 of 36 · Grade 5 • Cluster 2 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The Spanish language and Catholic faith became part of daily life in the region." 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, paraphrase, or summarize 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): "These early settlements played an important role in shaping the history, culture, and development of the region."

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): 'These early settlements played an important role in shaping the history, culture, and development of the region.'*

▸ *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: "These early settlements helped shape the region's history, culture, and growth." THINK: This shows the settlements' lasting importance to Texas. 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: "These early settlements helped shape the region's history, culture, and growth." THINK: This shows the settlements' lasting importance to Texas. 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 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: "Because of missions and presidios, Spain was able to maintain control of Texas." 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.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 12 of 36

Slide 8 of 10

MEANING Monday	Sample: “Thanks to missions and presidios, Spain kept control of Texas.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (soldiers watched the area and helped keep control) with new words. **B** changes guarded into left unguarded, the opposite. **C** drops that they helped keep control, so it is not complete.
SAY Wednesday	Sample: “Their main goal was to bring Native Americans into the Catholic faith.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The Spanish language and Catholic faith became part of daily life in the region.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “These early settlements helped shape the region’s history, culture, and growth.” THINK: This shows the settlements’ lasting importance to Texas. 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 missions and presidios, Spain kept control of Texas.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (soldiers watched the area and helped keep control) with new words. B changes guarded into left unguarded, the opposite. C drops that they helped keep control, so it is not complete. SAY, Sample: “Their main goal was to bring Native Americans into the Catholic faith.” Same meaning and facts, new words. REBUILD, Sample: “The Spanish language and Catholic faith became part of daily life in the region.” The words change, but the meaning stays. APPLY, TAP paraphrase: “These early settlements helped shape the region’s history, culture, and growth.” THINK: This shows the settlements’ lasting importance to Texas. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Thanks to missions and presidios, Spain kept control of Texas.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (soldiers watched the area and helped keep control) with new words. B changes guarded into left unguarded, the opposite. C drops that they helped keep control, so it is not complete. · SAY, Sample: “Their main goal was to bring Native Americans into the Catholic faith.” Same meaning and facts, new words. · REBUILD, Sample: “The Spanish language and Catholic faith became part of daily life in the region.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “These early settlements helped shape the region’s history, culture, and growth.” THINK: This shows the settlements’ lasting importance to Texas. 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.

Because of missions and presidios, Spain was able to maintain control of Texas. These early settlements shaped the history and culture of the region.

Which sentence BEST paraphrases this part of the passage?

A Missions and presidios let Spain keep control of Texas, and these settlements shaped the region's history and culture.

B Missions and presidios let Spain keep control of Texas until Texas joined France.

C Missions and presidios caused Spain to lose control of Texas.

D Spain controlled Texas.

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 missions and presidios, Spain was able to maintain control of Texas. These early settlements shaped the history and culture of the region."

"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 12 of 36 · Grade 5 • Cluster 2 • 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

Correct answer: A Missions and presidios let Spain keep control of Texas, and these settlements shaped the region's history and culture.

WHY THIS IS CORRECT

A keeps both ideas (the settlements helped Spain keep control, and they shaped history and culture) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (joined France). C reverses the meaning (lose control). D leaves out how the settlements shaped the region, 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, Missions and presidios let Spain keep control of Texas, and these settlements shaped the region's history and culture. A keeps both ideas (the settlements helped Spain keep control, and they shaped history and culture) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (joined France). C reverses the meaning (lose control). D leaves out how the settlements shaped the region, so it is not complete."

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

ANSWER KEY: A, Missions and presidios let Spain keep control of Texas, and these settlements shaped the region's history and culture

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, paraphrase, or summarize texts in ways that maintain meaning and logical order"

WHAT DOES THIS MEAN TO ME?

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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, paraphrase, or summarize 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.

"They wrote down rights to make things fair, so people's freedoms would be there."

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: 'They wrote down rights to make things fair, so people's freedoms would be there.'"

▸ *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: "They put rights in writing to keep things fair, so people would have their freedoms." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 5 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "They put rights in writing to keep things fair, so people would have their freedoms." 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, paraphrase, or summarize 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 First says you can speak your mind and practice religion of any kind."
A. The First Amendment lets you say what you think and follow any religion.
B. The First says you cannot speak your mind.
C. The First says things.

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 First says you can speak your mind and practice religion of any kind.' A. The First Amendment lets you say what you think and follow any religion. B. The First says you cannot speak your mind. C. The First says things."

▸ *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 First lets you speak your mind and follow any religion) with new words. B changes the meaning to the opposite (cannot speak). C drops what the First says, so it is not complete.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 5 • 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 (the First lets you speak your mind and follow any religion) with new words. B changes the meaning to the opposite (cannot speak). C drops what the First says, 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, paraphrase, or summarize 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 Second says you have a right to keep and bear arms, day or night."

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: 'The Second says you have a right to keep and bear arms, day or night.'"

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

ANSWER KEY: Sample: "The Second gives you the right to keep and bear arms at any time." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 5 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "The Second gives you the right to keep and bear arms at any time." 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, paraphrase, or summarize 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 Third says soldiers cannot stay inside your home without your say."

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: 'The Third says soldiers cannot stay inside your home without your say.'*

▸ *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 Third means soldiers are not allowed to stay in your home unless you agree." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 5 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The Third means soldiers are not allowed to stay in your home unless you agree." 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, paraphrase, or summarize 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 wrote down rights to make things fair, so people's freedoms would be there."

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 wrote down rights to make things fair, so people's freedoms would be there.'*

▸ *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 wrote down rights to keep things fair and protect people's freedoms." THINK: This shows why the Bill of Rights was written, to protect freedom. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 5 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "They wrote down rights to keep things fair and protect people's freedoms." THINK: This shows why the Bill of Rights was written, to protect freedom. 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: "They wrote down rights to make things fair, so people's freedoms would be there." 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.

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

SHEET 13 of 36

Slide 8 of 10

MEANING Monday	Sample: “They put rights in writing to keep things fair, so people would have their freedoms.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (the First lets you speak your mind and follow any religion) with new words. **B** changes the meaning to the opposite (cannot speak). **C** drops what the First says, so it is not complete.
SAY Wednesday	Sample: “The Second gives you the right to keep and bear arms at any time.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The Third means soldiers are not allowed to stay in your home unless you agree.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “They wrote down rights to keep things fair and protect people’s freedoms.” THINK: This shows why the Bill of Rights was written, to protect freedom. 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: “They put rights in writing to keep things fair, so people would have their freedoms.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (the First lets you speak your mind and follow any religion) with new words. B changes the meaning to the opposite (cannot speak). C drops what the First says, so it is not complete. SAY, Sample: “The Second gives you the right to keep and bear arms at any time.” Same meaning and facts, new words. REBUILD, Sample: “The Third means soldiers are not allowed to stay in your home unless you agree.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “They wrote down rights to keep things fair and protect people’s freedoms.” THINK: This shows why the Bill of Rights was written, to protect freedom. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “They put rights in writing to keep things fair, so people would have their freedoms.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (the First lets you speak your mind and follow any religion) with new words. B changes the meaning to the opposite (cannot speak). C drops what the First says, so it is not complete. · SAY, Sample: “The Second gives you the right to keep and bear arms at any time.” Same meaning and facts, new words. · REBUILD, Sample: “The Third means soldiers are not allowed to stay in your home unless you agree.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “They wrote down rights to keep things fair and protect people’s freedoms.” THINK: This shows why the Bill of Rights was written, to protect freedom. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 5 • Cluster 3 • 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

Read this part of the passage.

The First says you can speak your mind, practice religion of any kind, write your thoughts and gather too.

Which sentence BEST paraphrases this part of the passage?

A The First Amendment lets people speak freely, follow any religion, write their ideas, and gather together.

B The First Amendment lets people speak freely, but only on weekends.

C The First says that people cannot share their ideas.

D The First says you can speak your mind.

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 First says you can speak your mind, practice religion of any kind, write your thoughts and gather 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.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 5 • Cluster 3 • 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 The First Amendment lets people speak freely, follow any religion, write their ideas, and gather together.

WHY THIS IS CORRECT

A keeps all the ideas (speak, religion, write, gather) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (only on weekends). C reverses the meaning (cannot share). D leaves out religion, writing, and gathering, 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 First Amendment lets people speak freely, follow any religion, write their ideas, and gather together. A keeps all the ideas (speak, religion, write, gather) 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 on weekends). C reverses the meaning (cannot share). D leaves out religion, writing, and gathering, so it is not complete."

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

ANSWER KEY: A, The First Amendment lets people speak freely, follow any religion, write their ideas, and gather together

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, paraphrase, or summarize 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, paraphrase, or summarize 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, when a nation was new, leaders asked what they should do."

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, when a nation was new, leaders asked what they should do.'"

▸ *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, when the nation was new, its leaders wondered what to do." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 5 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Long ago, when the nation was new, its leaders wondered what to do." 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, paraphrase, or summarize 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 Third says soldiers cannot stay inside your home without your say."
A. The Third Amendment means soldiers are not allowed to stay in your home unless you agree.
B. The Third says soldiers can stay in your home anytime they want.
C. The Third is about soldiers.

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: 'The Third says soldiers cannot stay inside your home without your say.' A. The Third Amendment means soldiers are not allowed to stay in your home unless you agree. B. The Third says soldiers can stay in your home anytime they want. C. The Third is about soldiers."

▸ *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 (soldiers cannot stay in your home without your consent) with new words. B changes cannot into can, the opposite. C drops the rule about staying in your home, so it is not complete.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 5 • 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 (soldiers cannot stay in your home without your consent) with new words. B changes cannot into can, the opposite. C drops the rule about staying in your home, 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, paraphrase, or summarize 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 Fourth is protective of things and space; no searches happen without a case."

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 Fourth is protective of things and space; no searches happen without a case.'"

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

ANSWER KEY: Sample: "The Fourth protects your things and your space, so no searches happen without a good reason." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 5 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "The Fourth protects your things and your space, so no searches happen without a good reason." 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, paraphrase, or summarize 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 wrote down rights to make things fair."

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 wrote down rights to make things fair.'*

▸ *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 put rights in writing to keep things fair." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 5 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "They put rights in writing to keep things fair." 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, paraphrase, or summarize 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): "The Bill of Rights protects people's freedoms."

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): 'The Bill of Rights protects people's freedoms.'*

▸ *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: "The Bill of Rights protects people's freedoms." THINK: This shows the whole purpose of these rights. 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: "The Bill of Rights protects people's freedoms." THINK: This shows the whole purpose of these rights. 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: "Long ago, when a nation was new, leaders asked what they should do." 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.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 14 of 36

Slide 8 of 10

MEANING Monday	Sample: “Long ago, when the nation was new, its leaders wondered what to do.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (soldiers cannot stay in your home without your consent) with new words. **B** changes cannot into can, the opposite. **C** drops the rule about staying in your home, so it is not complete.
SAY Wednesday	Sample: “The Fourth protects your things and your space, so no searches happen without a good reason.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “They put rights in writing to keep things fair.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The Bill of Rights protects people’s freedoms.” THINK: This shows the whole purpose of these rights. 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: “Long ago, when the nation was new, its leaders wondered what to do.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (soldiers cannot stay in your home without your consent) with new words. B changes cannot into can, the opposite. C drops the rule about staying in your home, so it is not complete. SAY, Sample: “The Fourth protects your things and your space, so no searches happen without a good reason.” Same meaning and facts, new words. REBUILD, Sample: “They put rights in writing to keep things fair.” The words change, but the meaning stays. APPLY, TAP paraphrase: “The Bill of Rights protects people’s freedoms.” THINK: This shows the whole purpose of these rights. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Long ago, when the nation was new, its leaders wondered what to do.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (soldiers cannot stay in your home without your consent) with new words. B changes cannot into can, the opposite. C drops the rule about staying in your home, so it is not complete. · SAY, Sample: “The Fourth protects your things and your space, so no searches happen without a good reason.” Same meaning and facts, new words. · REBUILD, Sample: “They put rights in writing to keep things fair.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “The Bill of Rights protects people’s freedoms.” THINK: This shows the whole purpose of these rights. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 5 • Cluster 3 • 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.

The Fourth is protective of things and space; no searches happen without a case.

Which sentence BEST paraphrases this part of the passage?

A The Fourth Amendment protects your things and your space, so no searches happen without a good reason.

B The Fourth Amendment protects your things, so no one may ever enter your home.

C The Fourth Amendment allows searches at any time for any reason.

D The Fourth protects your space.

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 Fourth is protective of things and space; no searches happen without a case."

"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 The Fourth Amendment protects your things and your space, so no searches happen without a good reason.

WHY THIS IS CORRECT

A keeps both ideas (it protects your things and space, and searches need a reason) 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 may enter). C reverses the meaning (searches anytime). D leaves out the searches rule, 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 Fourth Amendment protects your things and your space, so no searches happen without a good reason. A keeps both ideas (it protects your things and space, and searches need a reason) 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 may enter). C reverses the meaning (searches anytime). D leaves out the searches rule, so it is not complete."

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

ANSWER KEY: A, The Fourth Amendment protects your things and your space, so no searches happen without a good reason

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, paraphrase, or summarize 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, paraphrase, or summarize 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 First says you can speak your mind and practice any religion."

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 First says you can speak your mind and practice any religion.'"

▸ *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 First lets you speak your mind and follow any religion." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 5 • Cluster 3 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The First lets you speak your mind and follow any religion." 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, paraphrase, or summarize 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 Second says you have a right to keep and bear arms, day or night."
A. The Second Amendment protects your right to keep and bear arms at any time.
B. The Second says you are not allowed to keep or bear arms.
C. The Second is a right.

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: 'The Second says you have a right to keep and bear arms, day or night.' A. The Second Amendment protects your right to keep and bear arms at any time. B. The Second says you are not allowed to keep or bear arms. C. The Second is a right."

▸ *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 Second protects your right to keep safe at any time) with new words. B changes the meaning to the opposite (not allowed). C drops what the right is, so it is not complete.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 5 • 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 (the Second protects your right to keep safe at any time) with new words. B changes the meaning to the opposite (not allowed). C drops what the right is, 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, paraphrase, or summarize 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 wrote down rights to make things fair, so people's freedoms would be there."

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 wrote down rights to make things fair, so people's freedoms would be there.'"

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

ANSWER KEY: Sample: "They put rights in writing to keep things fair, so people would have freedoms." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 5 • Cluster 3 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "They put rights in writing to keep things fair, so people would have freedoms." 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, paraphrase, or summarize 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 First says you can speak your mind, practice religion, write your thoughts, and gather."

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 First says you can speak your mind, practice religion, write your thoughts, and gather.'*

▸ *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 First lets you speak, follow any religion, write your ideas, and gather." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 5 • Cluster 3 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The First lets you speak, follow any religion, write your ideas, and gather." 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, paraphrase, or summarize 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): "The rights protect people's freedoms and keep things fair."

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): 'The rights protect people's freedoms and keep things fair.'*

▸ *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: "The rights protect people's freedoms and keep things fair." THINK: This shows the rights all share one purpose, fairness and freedom. 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: "The rights protect people's freedoms and keep things fair." THINK: This shows the rights all share one purpose, fairness and freedom. 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 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: "The First says you can speak your mind and practice any religion." 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.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “The First lets you speak your mind and follow any religion.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (the Second protects your right to keep safe at any time) with new words. **B** changes the meaning to the opposite (not allowed). **C** drops what the right is, so it is not complete.
SAY Wednesday	Sample: “They put rights in writing to keep things fair, so people would have freedoms.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The First lets you speak, follow any religion, write your ideas, and gather.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The rights protect people’s freedoms and keep things fair.” THINK: This shows the rights all share one purpose, fairness and freedom. 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 First lets you speak your mind and follow any religion.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (the Second protects your right to keep safe at any time) with new words. B changes the meaning to the opposite (not allowed). C drops what the right is, so it is not complete. SAY, Sample: “They put rights in writing to keep things fair, so people would have freedoms.” Same meaning and facts, new words. REBUILD, Sample: “The First lets you speak, follow any religion, write your ideas, and gather.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “The rights protect people’s freedoms and keep things fair.” THINK: This shows the rights all share one purpose, fairness and freedom. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The First lets you speak your mind and follow any religion.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (the Second protects your right to keep safe at any time) with new words. B changes the meaning to the opposite (not allowed). C drops what the right is, so it is not complete. · SAY, Sample: “They put rights in writing to keep things fair, so people would have freedoms.” Same meaning and facts, new words. · REBUILD, Sample: “The First lets you speak, follow any religion, write your ideas, and gather.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “The rights protect people’s freedoms and keep things fair.” THINK: This shows the rights all share one purpose, fairness and freedom. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 5 • Cluster 3 • 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.

Long ago, when a nation was new, leaders asked what they should do. They wrote down rights to make things fair.

Which sentence BEST paraphrases this part of the passage?

A When the nation was young, its leaders wondered what to do, so they wrote down rights to keep things fair.

B When the nation was young, its leaders wrote down rights and named the country after themselves.

C The leaders decided not to write down any rights at all.

D The nation was new.

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: Long ago, when a nation was new, leaders asked what they should do. They wrote down rights to make things fair."

"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 When the nation was young, its leaders wondered what to do, so they wrote down rights to keep things fair.

WHY THIS IS CORRECT

A keeps both ideas (the leaders wondered what to do, and they wrote rights to be fair) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (named the country). C reverses the meaning (no rights). D leaves out the rights, 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 nation was young, its leaders wondered what to do, so they wrote down rights to keep things fair. A keeps both ideas (the leaders wondered what to do, and they wrote rights to be fair) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (named the country). C reverses the meaning (no rights). D leaves out the rights, so it is not complete."

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

ANSWER KEY: A, When the nation was young, its leaders wondered what to do, so they wrote down rights to keep things fair

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 5 • Cluster 3 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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 Fourth protects your things and space; no searches happen without a case."

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 Fourth protects your things and space; no searches happen without a case.'"

▸ *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 Fourth protects your things and space, so no searches happen without a reason." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 5 • Cluster 3 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The Fourth protects your things and space, so no searches happen without a reason." 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, paraphrase, or summarize 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 wrote down rights to make things fair, so people's freedoms would be there."
A. They put rights in writing to keep things fair and protect people's freedoms.
B. They wrote down rights in order to take away people's freedoms.
C. They wrote things down.

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 wrote down rights to make things fair, so people's freedoms would be there.' A. They put rights in writing to keep things fair and protect people's freedoms. B. They wrote down rights in order to take away people's freedoms. C. They wrote things down."

▸ *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 (they wrote rights to be fair, and to protect freedoms) with new words. B changes protect into take away, the opposite. C drops why they wrote them, so it is not complete.

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 5 • 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 both ideas (they wrote rights to be fair, and to protect freedoms) with new words. B changes protect into take away, the opposite. C drops why they wrote them, 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, paraphrase, or summarize 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 Third says soldiers cannot stay inside your home without your say."

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: 'The Third says soldiers cannot stay inside your home without your say.'"

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

ANSWER KEY: Sample: "The Third means soldiers are not allowed to stay in your home unless you agree." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 5 • Cluster 3 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "The Third means soldiers are not allowed to stay in your home unless you agree." 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, paraphrase, or summarize 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 Second says you have a right to keep and bear arms, day or night."

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: 'The Second says you have a right to keep and bear arms, day or night.'*

▸ *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 Second protects your right to keep and bear arms at any time." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 5 • Cluster 3 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The Second protects your right to keep and bear arms at any time." 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, paraphrase, or summarize 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): "These rights protect people's freedoms and keep things fair for everyone."

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): 'These rights protect people's freedoms and keep things fair for everyone.'*

▸ *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: "These rights protect people's freedoms and keep things fair for everyone." THINK: This shows the shared goal of the Bill of Rights. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 5 • Cluster 3 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "These rights protect people's freedoms and keep things fair for everyone." THINK: This shows the shared goal of the Bill of Rights. 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: "The Fourth protects your things and space; no searches happen without a case." 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: “The Fourth protects your things and space, so no searches happen without a reason.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps both ideas (they wrote rights to be fair, and to protect freedoms) with new words. **B** changes protect into take away, the opposite. **C** drops why they wrote them, so it is not complete.
SAY Wednesday	Sample: “The Third means soldiers are not allowed to stay in your home unless you agree.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The Second protects your right to keep and bear arms at any time.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “These rights protect people’s freedoms and keep things fair for everyone.” THINK: This shows the shared goal of the Bill of Rights. 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: “The Fourth protects your things and space, so no searches happen without a reason.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (they wrote rights to be fair, and to protect freedoms) with new words. B changes protect into take away, the opposite. C drops why they wrote them, so it is not complete. SAY, Sample: “The Third means soldiers are not allowed to stay in your home unless you agree.” Same meaning and facts, new words. REBUILD, Sample: “The Second protects your right to keep and bear arms at any time.” The words change, but the meaning stays. APPLY, TAP paraphrase: “These rights protect people’s freedoms and keep things fair for everyone.” THINK: This shows the shared goal of the Bill of Rights. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The Fourth protects your things and space, so no searches happen without a reason.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (they wrote rights to be fair, and to protect freedoms) with new words. B changes protect into take away, the opposite. C drops why they wrote them, so it is not complete. · SAY, Sample: “The Third means soldiers are not allowed to stay in your home unless you agree.” Same meaning and facts, new words. · REBUILD, Sample: “The Second protects your right to keep and bear arms at any time.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “These rights protect people’s freedoms and keep things fair for everyone.” THINK: This shows the shared goal of the Bill of Rights. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 5 • Cluster 3 • 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.

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.

The Second says you have a right to keep and bear arms, day or night. The Third says soldiers cannot stay inside your home.

Which sentence BEST paraphrases this part of the passage?

A The Second Amendment protects your right to keep and bear arms at any time, and the Third says soldiers may not stay in your home without your consent.

B The Second lets you keep safe, and the Fourth lets you own an airplane.

C The Second and Third let soldiers live in your home whenever they wish.

D The Second is about being safe.

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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: The Second says you have a right to keep and bear arms, day or night. The Third says soldiers cannot stay inside your home."

"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 The Second Amendment protects your right to keep and bear arms at any time, and the Third says soldiers may not stay in your home without your consent.

WHY THIS IS CORRECT

A keeps both ideas (the Second protects safety, the Third keeps soldiers out of your home) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (own an airplane). C reverses the meaning (soldiers live in your home). D leaves out the Third, 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, The Second Amendment protects your right to keep and bear arms at any time, and the Third says soldiers may not stay in your home without your consent. A keeps both ideas (the Second protects safety, the Third keeps soldiers out of your home) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (own an airplane). C reverses the meaning (soldiers live in your home). D leaves out the Third, so it is not complete."

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

ANSWER KEY: A, The Second Amendment protects your right to keep and bear arms at any time, and the Third says soldiers may not stay in your home without your consent

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 5 • Cluster 3 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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.

"Kendrix enjoyed spending time in her grandmother's garden."

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: 'Kendrix enjoyed spending time in her grandmother's garden.'"

▸ *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: "Kendrix liked spending time in her grandmother's garden." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 5 • Cluster 4 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Kendrix liked spending time in her grandmother's garden." 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, paraphrase, or summarize 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: "Their leaves were pale instead of a healthy green, and several stems were beginning to droop."
A. The leaves looked pale rather than a healthy green, and some stems started to droop.
B. The leaves were bright green, and the stems stood up tall.
C. The leaves were pale.

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: 'Their leaves were pale instead of a healthy green, and several stems were beginning to droop.' A. The leaves looked pale rather than a healthy green, and some stems started to droop. B. The leaves were bright green, and the stems stood up tall. C. The leaves were pale."

▸ *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 leaves were pale, and stems drooped) with new words. B changes the meaning to the opposite (bright green, tall stems). C drops the drooping stems, so it is not complete.

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 5 • 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 both ideas (the leaves were pale, and stems drooped) with new words. B changes the meaning to the opposite (bright green, tall stems). C drops the drooping stems, 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, paraphrase, or summarize 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.

"Instead of improving, the garden's condition worsened."

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: 'Instead of improving, the garden's condition worsened.'"

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

ANSWER KEY: Sample: "Instead of getting better, the garden got worse." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 5 • Cluster 4 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Instead of getting better, the garden got worse." 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, paraphrase, or summarize 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: "Too much water can prevent roots from getting enough air."

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: 'Too much water can prevent roots from getting enough air.'*

▸ *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: "Overwatering can keep roots from getting the air they need." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 5 • Cluster 4 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Overwatering can keep roots from getting the air they need." 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, paraphrase, or summarize 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): "Kendrix realized that her actions had changed the soil, which affected the plants' health."

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): 'Kendrix realized that her actions had changed the soil, which affected the plants' health.'*

▸ *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: "Kendrix understood that what she did had changed the soil and hurt the plants." THINK: This shows the passage's lesson, that actions can change results in ways we do not expect. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 5 • Cluster 4 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Kendrix understood that what she did had changed the soil and hurt the plants." THINK: This shows the passage's lesson, that actions can change results in ways we do not expect. 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: "Kendrix enjoyed spending time in her grandmother's garden." 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.

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

SHEET 17 of 36

Slide 8 of 10

MEANING Monday	Sample: “Kendrix liked spending time in her grandmother’s garden.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps both ideas (the leaves were pale, and stems drooped) with new words. **B** changes the meaning to the opposite (bright green, tall stems). **C** drops the drooping stems, so it is not complete.
SAY Wednesday	Sample: “Instead of getting better, the garden got worse.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Overwatering can keep roots from getting the air they need.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Kendrix understood that what she did had changed the soil and hurt the plants.” THINK: This shows the passage’s lesson, that actions can change results in ways we do not expect. 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: “Kendrix liked spending time in her grandmother’s garden.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (the leaves were pale, and stems drooped) with new words. B changes the meaning to the opposite (bright green, tall stems). C drops the drooping stems, so it is not complete. SAY, Sample: “Instead of getting better, the garden got worse.” Same meaning and facts, new words. REBUILD, Sample: “Overwatering can keep roots from getting the air they need.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Kendrix understood that what she did had changed the soil and hurt the plants.” THINK: This shows the passage’s lesson, that actions can change results in ways we do not expect. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Kendrix liked spending time in her grandmother’s garden.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (the leaves were pale, and stems drooped) with new words. B changes the meaning to the opposite (bright green, tall stems). C drops the drooping stems, so it is not complete. · SAY, Sample: “Instead of getting better, the garden got worse.” Same meaning and facts, new words. · REBUILD, Sample: “Overwatering can keep roots from getting the air they need.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Kendrix understood that what she did had changed the soil and hurt the plants.” THINK: This shows the passage’s lesson, that actions can change results in ways we do not expect. 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.

After two weeks, Kendrix noticed the plants appeared weak. Their leaves were pale, and several stems were beginning to droop.

Which sentence BEST paraphrases this part of the passage?

A Two weeks later, Kendrix saw that the plants looked weak, with pale leaves and drooping stems.

B Two weeks later, Kendrix saw the weak plants and pulled every one of them out.

C After two weeks, the plants looked strong and perfectly healthy.

D The plants appeared weak.

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: After two weeks, Kendrix noticed the plants appeared weak. Their leaves were pale, and several stems were beginning to droop."

"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 Two weeks later, Kendrix saw that the plants looked weak, with pale leaves and drooping stems.

WHY THIS IS CORRECT

A keeps all the ideas (two weeks later, weak plants, pale leaves, drooping stems) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (pulled them out). C reverses the meaning (strong and healthy). D leaves out the leaves and stems, 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, Two weeks later, Kendrix saw that the plants looked weak, with pale leaves and drooping stems. A keeps all the ideas (two weeks later, weak plants, pale leaves, drooping stems) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (pulled them out). C reverses the meaning (strong and healthy). D leaves out the leaves and stems, so it is not complete."

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

ANSWER KEY: A, Two weeks later, Kendrix saw that the plants looked weak, with pale leaves and drooping stems

(7)(D) · Paraphrasing · Sheet 17 of 36 · Grade 5 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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 soil became overly wet and muddy, and many leaves started to turn yellow."

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 soil became overly wet and muddy, and many leaves started to turn yellow.'"

▸ *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 soil got too wet and muddy, and many leaves began to turn yellow." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 5 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The soil got too wet and muddy, and many leaves began to turn yellow." 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, paraphrase, or summarize 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: "Too much water can prevent roots from getting enough air."
A. Overwatering can keep roots from getting the air they need.
B. Too much water helps roots get even more air.
C. Water affects roots.

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: 'Too much water can prevent roots from getting enough air.' A. Overwatering can keep roots from getting the air they need. B. Too much water helps roots get even more air. C. Water affects roots."

▸ *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 (too much water keeps roots from getting air) with new words. B changes the meaning to the opposite (helps roots get more air). C drops the point about air, so it is not complete.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 5 • 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 (too much water keeps roots from getting air) with new words. B changes the meaning to the opposite (helps roots get more air). C drops the point about air, 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, paraphrase, or summarize 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.

"Her grandmother examined the soil and explained the 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: 'Her grandmother examined the soil and explained the problem.'"

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

ANSWER KEY: Sample: "Her grandmother looked at the soil and explained what was wrong." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 5 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Her grandmother looked at the soil and explained what was wrong." 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, paraphrase, or summarize 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: "Without proper air, the roots cannot function effectively."

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: 'Without proper air, the roots cannot function effectively.'*

▸ *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: "Without enough air, the roots cannot work well." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 5 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Without enough air, the roots cannot work well." 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, paraphrase, or summarize 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 watered less frequently and allowed the soil to dry out between waterings."

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 watered less frequently and allowed the soil to dry out between waterings.'*

▸ *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 watered less often and let the soil dry out between waterings." THINK: This shows the fix that helped the plants recover. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 5 • Cluster 4 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "They watered less often and let the soil dry out between waterings." THINK: This shows the fix that helped the plants recover. 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: "The soil became overly wet and muddy, and many leaves started to turn yellow." 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.

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: “The soil got too wet and muddy, and many leaves began to turn yellow.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (too much water keeps roots from getting air) with new words. **B** changes the meaning to the opposite (helps roots get more air). **C** drops the point about air, so it is not complete.
SAY Wednesday	Sample: “Her grandmother looked at the soil and explained what was wrong.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Without enough air, the roots cannot work well.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “They watered less often and let the soil dry out between waterings.” THINK: This shows the fix that helped the plants recover. 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 soil got too wet and muddy, and many leaves began to turn yellow.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (too much water keeps roots from getting air) with new words. B changes the meaning to the opposite (helps roots get more air). C drops the point about air, so it is not complete. SAY, Sample: “Her grandmother looked at the soil and explained what was wrong.” Same meaning and facts, new words. REBUILD, Sample: “Without enough air, the roots cannot work well.” The words change, but the meaning stays. APPLY, TAP paraphrase: “They watered less often and let the soil dry out between waterings.” THINK: This shows the fix that helped the plants recover. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The soil got too wet and muddy, and many leaves began to turn yellow.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (too much water keeps roots from getting air) with new words. B changes the meaning to the opposite (helps roots get more air). C drops the point about air, so it is not complete. · SAY, Sample: “Her grandmother looked at the soil and explained what was wrong.” Same meaning and facts, new words. · REBUILD, Sample: “Without enough air, the roots cannot work well.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “They watered less often and let the soil dry out between waterings.” THINK: This shows the fix that helped the plants recover. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 5 • 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

Read this part of the passage.

Her grandmother explained that while water is necessary, too much water can prevent roots from getting enough air.

Which sentence BEST paraphrases this part of the passage?

A Her grandmother said that plants need water, but too much of it can stop the roots from getting air.

B Her grandmother said that plants should never be watered at all.

C Her grandmother said that plants do not need any water to grow.

D Water is necessary for plants.

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: Her grandmother explained that while water is necessary, too much water can prevent roots from getting enough air."

"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 Her grandmother said that plants need water, but too much of it can stop the roots from getting air.

WHY THIS IS CORRECT

A keeps both ideas (water is needed, but too much blocks air to the roots) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (never watered). C reverses the meaning (do not need water). D leaves out the too, much, water warning, 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, Her grandmother said that plants need water, but too much of it can stop the roots from getting air. A keeps both ideas (water is needed, but too much blocks air to the roots) 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 watered). C reverses the meaning (do not need water). D leaves out the too, much, water warning, so it is not complete."

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

ANSWER KEY: A, Her grandmother said that plants need water, but too much of it can stop the roots from getting air

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, paraphrase, or summarize 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, paraphrase, or summarize 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.

"Within several days, the plants began to recover."

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: 'Within several days, the plants began to recover.'"

▸ *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: "After a few days, the plants started to get better." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 5 • Cluster 4 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "After a few days, the plants started to get better." 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, paraphrase, or summarize 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: "Kendrix realized that her actions had changed the condition of the soil."
A. Kendrix understood that what she did had changed the soil.
B. Kendrix realized the soil had never changed at all.
C. Kendrix realized something.

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: 'Kendrix realized that her actions had changed the condition of the soil.' A. Kendrix understood that what she did had changed the soil. B. Kendrix realized the soil had never changed at all. C. Kendrix realized something."

▸ *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 (Kendrix understood her actions changed the soil) with new words. B changes the meaning to the opposite (never changed). C drops what she realized, so it is not complete.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 5 • 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 (Kendrix understood her actions changed the soil) with new words. B changes the meaning to the opposite (never changed). C drops what she realized, 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, paraphrase, or summarize 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.

"Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows."

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: 'Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows.'"

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

ANSWER KEY: Sample: "Every spring, they carefully planted tomatoes, peppers, and herbs in tidy rows." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 5 • Cluster 4 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Every spring, they carefully planted tomatoes, peppers, and herbs in tidy rows." 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, paraphrase, or summarize 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 soil became overly wet and muddy, and many leaves turned yellow."

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 soil became overly wet and muddy, and many leaves turned yellow.'*

▸ *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 soil got too wet and muddy, and many leaves turned yellow." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 5 • Cluster 4 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The soil got too wet and muddy, and many leaves turned yellow." 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, paraphrase, or summarize 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): "Kendrix realized that her actions had changed the soil, which affected the plants' health."

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): 'Kendrix realized that her actions had changed the soil, which affected the plants' health.'*

▸ *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: "Kendrix understood that her actions had changed the soil and hurt the plants." THINK: This shows she learned to connect her actions to the results. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 5 • Cluster 4 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Kendrix understood that her actions had changed the soil and hurt the plants." THINK: This shows she learned to connect her actions to the results. 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: "Within several days, the plants began to recover." 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.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 19 of 36

Slide 8 of 10

MEANING — Monday

Sample: “After a few days, the plants started to get better.” Same meaning, new words.

CHOOSE — Tuesday

A is best. It keeps the meaning (Kendrix understood her actions changed the soil) with new words. **B** changes the meaning to the opposite (never changed). **C** drops what she realized, so it is not complete.

SAY — Wednesday

Sample: “Every spring, they carefully planted tomatoes, peppers, and herbs in tidy rows.” Same meaning and facts, new words.

REBUILD — Thursday

Sample: “The soil got too wet and muddy, and many leaves turned yellow.” The words and order change, but the meaning stays.

APPLY — Friday

TAP paraphrase: “Kendrix understood that her actions had changed the soil and hurt the plants.” THINK: This shows she learned to connect her actions to the results. 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: “After a few days, the plants started to get better.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (Kendrix understood her actions changed the soil) with new words. B changes the meaning to the opposite (never changed). C drops what she realized, so it is not complete. SAY, Sample: “Every spring, they carefully planted tomatoes, peppers, and herbs in tidy rows.” Same meaning and facts, new words. REBUILD, Sample: “The soil got too wet and muddy, and many leaves turned yellow.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Kendrix understood that her actions had changed the soil and hurt the plants.” THINK: This shows she learned to connect her actions to the results. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “After a few days, the plants started to get better.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (Kendrix understood her actions changed the soil) with new words. B changes the meaning to the opposite (never changed). C drops what she realized, so it is not complete. · SAY, Sample: “Every spring, they carefully planted tomatoes, peppers, and herbs in tidy rows.” Same meaning and facts, new words. · REBUILD, Sample: “The soil got too wet and muddy, and many leaves turned yellow.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Kendrix understood that her actions had changed the soil and hurt the plants.” THINK: This shows she learned to connect her actions to the results. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 5 • 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Kendrix realized her actions had changed the soil, which affected the plants' health. Together, they watered less and let the soil dry out.

Which sentence BEST paraphrases this part of the passage?

A Kendrix saw that what she did had changed the soil and hurt the plants, so she and her grandmother watered less and let the soil dry.

B Kendrix saw that she had hurt the plants, so they moved the whole garden indoors.

C Kendrix decided to water the plants even more than before.

D Kendrix changed the soil.

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: Kendrix realized her actions had changed the soil, which affected the plants' health. Together, they watered less and let the soil dry out."

"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 Kendrix saw that what she did had changed the soil and hurt the plants, so she and her grandmother watered less and let the soil dry.

WHY THIS IS CORRECT

A keeps both ideas (her actions changed the soil and hurt the plants, and they watered less) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (moved indoors). C reverses the meaning (watered more). D leaves out the fix, 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, Kendrix saw that what she did had changed the soil and hurt the plants, so she and her grandmother watered less and let the soil dry. A keeps both ideas (her actions changed the soil and hurt the plants, and they watered less) 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 indoors). C reverses the meaning (watered more). D leaves out the fix, so it is not complete."

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

ANSWER KEY: A, Kendrix saw that what she did had changed the soil and hurt the plants, so she and her grandmother watered less and let the soil dry

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.

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

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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, paraphrase, or summarize 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, paraphrase, or summarize 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 grandmother explained that too much water can prevent roots from getting enough air."

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 grandmother explained that too much water can prevent roots from getting enough air.'"

▸ *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 grandmother explained that overwatering can keep roots from getting air." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 5 • Cluster 4 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Her grandmother explained that overwatering can keep roots from getting air." 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, paraphrase, or summarize 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: "Instead of improving, the garden's condition worsened."
A. Rather than getting better, the garden got worse.
B. The garden got better right away.
C. The garden had a condition.

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: 'Instead of improving, the garden's condition worsened.' A. Rather than getting better, the garden got worse. B. The garden got better right away. C. The garden had a condition."

▸ *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 (instead of getting better, the garden got worse) with new words. B changes the meaning to the opposite (got better). C drops that it worsened, so it is not complete.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 5 • 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 (instead of getting better, the garden got worse) with new words. B changes the meaning to the opposite (got better). C drops that it worsened, 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, paraphrase, or summarize 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.

"Kendrix noticed that the plants appeared weak."

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: 'Kendrix noticed that the plants appeared weak.'"

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

ANSWER KEY: Sample: "Kendrix saw that the plants looked weak." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 5 • Cluster 4 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Kendrix saw that the plants looked weak." 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, paraphrase, or summarize 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: "Within several days, the plants began to recover."

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: 'Within several days, the plants began to recover.'*

▸ *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: "After a few days, the plants started to get better." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 5 • Cluster 4 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "After a few days, the plants started to get better." 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, paraphrase, or summarize 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): "Kendrix paid closer attention to the soil and leaves than before."

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): 'Kendrix paid closer attention to the soil and leaves than before.'*

▸ *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: "Kendrix watched the soil and leaves more closely than before." THINK: This shows she learned to observe carefully before acting. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 5 • Cluster 4 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Kendrix watched the soil and leaves more closely than before." THINK: This shows she learned to observe carefully before acting. 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 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: "Her grandmother explained that too much water can prevent roots from getting enough air." 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.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Her grandmother explained that overwatering can keep roots from getting air.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (instead of getting better, the garden got worse) with new words. **B** changes the meaning to the opposite (got better). **C** drops that it worsened, so it is not complete.
SAY Wednesday	Sample: “Kendrix saw that the plants looked weak.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “After a few days, the plants started to get better.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Kendrix watched the soil and leaves more closely than before.” THINK: This shows she learned to observe carefully before acting. 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 grandmother explained that overwatering can keep roots from getting air.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (instead of getting better, the garden got worse) with new words. B changes the meaning to the opposite (got better). C drops that it worsened, so it is not complete. SAY, Sample: “Kendrix saw that the plants looked weak.” Same meaning and facts, new words. REBUILD, Sample: “After a few days, the plants started to get better.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Kendrix watched the soil and leaves more closely than before.” THINK: This shows she learned to observe carefully before acting. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Her grandmother explained that overwatering can keep roots from getting air.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (instead of getting better, the garden got worse) with new words. B changes the meaning to the opposite (got better). C drops that it worsened, so it is not complete. · SAY, Sample: “Kendrix saw that the plants looked weak.” Same meaning and facts, new words. · REBUILD, Sample: “After a few days, the plants started to get better.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Kendrix watched the soil and leaves more closely than before.” THINK: This shows she learned to observe carefully before acting. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 5 • 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.

Within several days, the plants began to recover. Kendrix observed the garden, paying closer attention to the soil and leaves than before.

Which sentence BEST paraphrases this part of the passage?

A After a few days, the plants started to get better, and Kendrix watched the garden more closely than before.

B After a few days, the plants got better, and Kendrix won a prize for her garden.

C The plants kept getting worse every single day.

D The plants began to recover.

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: Within several days, the plants began to recover. Kendrix observed the garden, paying closer attention to the soil and leaves than before."

"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 5 • 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 After a few days, the plants started to get better, and Kendrix watched the garden more closely than before.

WHY THIS IS CORRECT

A keeps both ideas (the plants recovered, and Kendrix watched more closely) 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 (kept getting worse). D leaves out Kendrix watching closely, 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 a few days, the plants started to get better, and Kendrix watched the garden more closely than before. A keeps both ideas (the plants recovered, and Kendrix watched more closely) 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 (kept getting worse). D leaves out Kendrix watching closely, so it is not complete."

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

ANSWER KEY: A, After a few days, the plants started to get better, and Kendrix watched the garden more closely than before

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 5 • Cluster 4 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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 the summer of 1787, leaders met in Philadelphia to fix the country's government."

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 the summer of 1787, leaders met in Philadelphia to fix the country's government.'"

▸ *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 the summer of 1787, leaders gathered in Philadelphia to fix the country's government." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 5 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "In the summer of 1787, leaders gathered in Philadelphia to fix the country's government." 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, paraphrase, or summarize 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: "Southern states wanted enslaved people counted as part of their population."
A. The Southern states wanted enslaved people included in their population count.
B. The Southern states did not want anyone counted in their population.
C. The Southern states wanted something.

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: 'Southern states wanted enslaved people counted as part of their population.' A. The Southern states wanted enslaved people included in their population count. B. The Southern states did not want anyone counted in their population. C. The Southern states wanted something."

▸ *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 (Southern states wanted enslaved people counted in their population) with new words. B changes the meaning to the opposite (did not want anyone counted). C drops what they wanted, so it is not complete.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 5 • 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 (Southern states wanted enslaved people counted in their population) with new words. B changes the meaning to the opposite (did not want anyone counted). C drops what they wanted, 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, paraphrase, or summarize 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.

"Northern states pushed back and argued that it wasn't fair."

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: 'Northern states pushed back and argued that it wasn't fair.'"

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

ANSWER KEY: Sample: "The Northern states resisted, saying the idea was not fair." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 5 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "The Northern states resisted, saying the idea was not fair." 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, paraphrase, or summarize 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 debate went on for days, and voices were raised."

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 debate went on for days, and voices were raised.'*

▸ *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 argument lasted for days, and voices grew loud." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 5 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The argument lasted for days, and voices grew loud." 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, paraphrase, or summarize 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): "The compromise helped the group move forward, but it didn't solve the deeper problem."

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): 'The compromise helped the group move forward, but it didn't solve the deeper problem.'*

▸ *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: "The compromise let the group keep going, but it did not fix the deeper problem." THINK: This shows the compromise was only a partial solution. 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: "The compromise let the group keep going, but it did not fix the deeper problem." THINK: This shows the compromise was only a partial solution. 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 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: "In the summer of 1787, leaders met in Philadelphia to fix the country's government." 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.

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: “In the summer of 1787, leaders gathered in Philadelphia to fix the country’s government.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (Southern states wanted enslaved people counted in their population) with new words. **B** changes the meaning to the opposite (did not want anyone counted). **C** drops what they wanted, so it is not complete.
SAY Wednesday	Sample: “The Northern states resisted, saying the idea was not fair.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The argument lasted for days, and voices grew loud.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The compromise let the group keep going, but it did not fix the deeper problem.” THINK: This shows the compromise was only a partial solution. 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 the summer of 1787, leaders gathered in Philadelphia to fix the country’s government.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (Southern states wanted enslaved people counted in their population) with new words. B changes the meaning to the opposite (did not want anyone counted). C drops what they wanted, so it is not complete. SAY, Sample: “The Northern states resisted, saying the idea was not fair.” Same meaning and facts, new words. REBUILD, Sample: “The argument lasted for days, and voices grew loud.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “The compromise let the group keep going, but it did not fix the deeper problem.” THINK: This shows the compromise was only a partial solution. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “In the summer of 1787, leaders gathered in Philadelphia to fix the country’s government.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (Southern states wanted enslaved people counted in their population) with new words. B changes the meaning to the opposite (did not want anyone counted). C drops what they wanted, so it is not complete. · SAY, Sample: “The Northern states resisted, saying the idea was not fair.” Same meaning and facts, new words. · REBUILD, Sample: “The argument lasted for days, and voices grew loud.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “The compromise let the group keep going, but it did not fix the deeper problem.” THINK: This shows the compromise was only a partial solution. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 5 • Cluster 5 • 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.

One issue caused serious disagreement: how to count enslaved people. Southern states wanted them counted as part of their population.

Which sentence BEST paraphrases this part of the passage?

A The delegates strongly disagreed over how to count enslaved people, since Southern states wanted them included in the population.

B The delegates strongly disagreed, but the Northern states agreed right away.

C Everyone easily agreed on how to count enslaved people.

D There was a disagreement.

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: One issue caused serious disagreement: how to count enslaved people. Southern states wanted them counted as part of their population."

"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 The delegates strongly disagreed over how to count enslaved people, since Southern states wanted them included in the population.

WHY THIS IS CORRECT

A keeps both ideas (they disagreed over counting enslaved people, and the Southern states' wish) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B contradicts the passage (Northern states pushed back). C reverses the meaning (easily agreed). D leaves out what the disagreement was 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, The delegates strongly disagreed over how to count enslaved people, since Southern states wanted them included in the population. A keeps both ideas (they disagreed over counting enslaved people, and the Southern states' wish) with new words. That is a true paraphrase."

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

"B contradicts the passage (Northern states pushed back). C reverses the meaning (easily agreed). D leaves out what the disagreement was about, so it is not complete."

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

ANSWER KEY: A, The delegates strongly disagreed over how to count enslaved people, since Southern states wanted them included in the population

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 5 • Cluster 5 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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.

"If enslaved people were counted, Southern states would have more representatives and more power."

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: 'If enslaved people were counted, Southern states would have more representatives and more power.'"

▸ *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: "If enslaved people were counted, the Southern states would gain more representatives and power." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 5 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "If enslaved people were counted, the Southern states would gain more representatives and power." 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, paraphrase, or summarize 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 delegates agreed because they wanted the convention to succeed."
A. Some delegates went along with it because they wanted the meeting to work.
B. Some delegates agreed because they wanted the convention to fail.
C. Some delegates agreed.

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 delegates agreed because they wanted the convention to succeed.' A. Some delegates went along with it because they wanted the meeting to work. B. Some delegates agreed because they wanted the convention to fail. C. Some delegates agreed."

▸ *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 agreed because they wanted the meeting to work) with new words. B changes succeed into fail, the opposite. C drops why they agreed, 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 (they agreed because they wanted the meeting to work) with new words. B changes succeed into fail, the opposite. C drops why they agreed, 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, paraphrase, or summarize 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.

"Others were uncomfortable with the decision but felt there was no easy answer."

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: 'Others were uncomfortable with the decision but felt there was no easy answer.'"

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

ANSWER KEY: Sample: "Others were uneasy about the decision but felt there was no simple answer." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 5 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Others were uneasy about the decision but felt there was no simple answer." 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, paraphrase, or summarize 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: "Even after the meeting ended, people continued to question the decision."

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: 'Even after the meeting ended, people continued to question the decision.'*

▸ *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: "Even after the meeting was over, people kept questioning the decision." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 5 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Even after the meeting was over, people kept questioning the decision." 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, paraphrase, or summarize 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): "The compromise helped the group move forward, but it didn't solve the deeper problem."

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): 'The compromise helped the group move forward, but it didn't solve the deeper problem.'*

▸ *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: "The compromise let the group move ahead, but it did not fix the deeper problem." THINK: This shows the decision was a difficult, incomplete fix. 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: "The compromise let the group move ahead, but it did not fix the deeper problem." THINK: This shows the decision was a difficult, incomplete fix. 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 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: "If enslaved people were counted, Southern states would have more representatives and more power." 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

MEANING — Monday

Sample: “If enslaved people were counted, the Southern states would gain more representatives and power.” Same meaning, new words.

CHOOSE — Tuesday

A is best. It keeps the meaning (they agreed because they wanted the meeting to work) with new words. **B** changes succeed into fail, the opposite. **C** drops why they agreed, so it is not complete.

SAY — Wednesday

Sample: “Others were uneasy about the decision but felt there was no simple answer.” Same meaning and facts, new words.

REBUILD — Thursday

Sample: “Even after the meeting was over, people kept questioning the decision.” The words change, but the meaning stays.

APPLY — Friday

TAP paraphrase: “The compromise let the group move ahead, but it did not fix the deeper problem.” THINK: This shows the decision was a difficult, incomplete fix. 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: “If enslaved people were counted, the Southern states would gain more representatives and power.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (they agreed because they wanted the meeting to work) with new words. B changes succeed into fail, the opposite. C drops why they agreed, so it is not complete. SAY, Sample: “Others were uneasy about the decision but felt there was no simple answer.” Same meaning and facts, new words. REBUILD, Sample: “Even after the meeting was over, people kept questioning the decision.” The words change, but the meaning stays. APPLY, TAP paraphrase: “The compromise let the group move ahead, but it did not fix the deeper problem.” THINK: This shows the decision was a difficult, incomplete fix. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “If enslaved people were counted, the Southern states would gain more representatives and power.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (they agreed because they wanted the meeting to work) with new words. B changes succeed into fail, the opposite. C drops why they agreed, so it is not complete. · SAY, Sample: “Others were uneasy about the decision but felt there was no simple answer.” Same meaning and facts, new words. · REBUILD, Sample: “Even after the meeting was over, people kept questioning the decision.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “The compromise let the group move ahead, but it did not fix the deeper problem.” THINK: This shows the decision was a difficult, incomplete fix. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 5 • 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.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable but felt there was no easy answer.

Which sentence BEST paraphrases this part of the passage?

A Some delegates supported the plan to keep the meeting going, while others felt unsure but saw no better choice.

B Some delegates supported the plan, so all of them left the convention.

C Every delegate was completely happy with the decision.

D Some delegates agreed.

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: Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable but felt there was no easy answer."

"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 22 of 36

Slide 10 of 10

Correct answer: A Some delegates supported the plan to keep the meeting going, while others felt unsure but saw no better choice.

WHY THIS IS CORRECT

A keeps both ideas (some agreed to keep the meeting going, others were unsure but saw no better choice) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (all left). C reverses the meaning (completely happy). D leaves out the uncomfortable delegates, 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, Some delegates supported the plan to keep the meeting going, while others felt unsure but saw no better choice. A keeps both ideas (some agreed to keep the meeting going, others were unsure but saw no better choice) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (all left). C reverses the meaning (completely happy). D leaves out the uncomfortable delegates, so it is not complete."

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

ANSWER KEY: A, Some delegates supported the plan to keep the meeting going, while others felt unsure but saw no better choice

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, paraphrase, or summarize 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, paraphrase, or summarize 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 debate went on for days, and voices were raised."

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 debate went on for days, and voices were raised.'"

▸ *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 argument lasted for days, and voices grew loud." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 5 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The argument lasted for days, and voices grew loud." 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, paraphrase, or summarize 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: "Northern states pushed back. They argued that it wasn't fair."
A. The Northern states resisted, saying that the idea was not fair.
B. The Northern states agreed that the idea was fair.
C. The Northern states argued.

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: 'Northern states pushed back. They argued that it wasn't fair.' A. The Northern states resisted, saying that the idea was not fair. B. The Northern states agreed that the idea was fair. C. The Northern states argued."

▸ *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 Northern states resisted, calling the idea unfair) with new words. B changes the meaning to the opposite (agreed it was fair). C drops that they thought it was unfair, so it is not complete.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 5 • 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 (the Northern states resisted, calling the idea unfair) with new words. B changes the meaning to the opposite (agreed it was fair). C drops that they thought it was unfair, 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, paraphrase, or summarize 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.

"Finally, a compromise was suggested."

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: 'Finally, a compromise was suggested.'"

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

ANSWER KEY: Sample: "At last, someone suggested a compromise." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 5 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "At last, someone suggested a compromise." 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, paraphrase, or summarize 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: "If enslaved people were counted, Southern states would have more representatives."

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: 'If enslaved people were counted, Southern states would have more representatives.'*

▸ *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: "If enslaved people were counted, the Southern states would gain more representatives." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 5 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "If enslaved people were counted, the Southern states would gain more representatives." 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, paraphrase, or summarize 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): "The compromise helped the group move forward, but it didn't solve the deeper problem."

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): 'The compromise helped the group move forward, but it didn't solve the deeper problem.'*

▸ *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: "The compromise let the group move ahead, but it did not fix the deeper problem." THINK: This shows the compromise did not settle the real issue. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 5 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "The compromise let the group move ahead, but it did not fix the deeper problem." THINK: This shows the compromise did not settle the real issue. 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 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: "The debate went on for days, and voices were raised." 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.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 23 of 36

Slide 8 of 10

MEANING Monday	Sample: “The argument lasted for days, and voices grew loud.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (the Northern states resisted, calling the idea unfair) with new words. **B** changes the meaning to the opposite (agreed it was fair). **C** drops that they thought it was unfair, so it is not complete.
SAY Wednesday	Sample: “At last, someone suggested a compromise.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “If enslaved people were counted, the Southern states would gain more representatives.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The compromise let the group move ahead, but it did not fix the deeper problem.” THINK: This shows the compromise did not settle the real issue. 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 argument lasted for days, and voices grew loud.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (the Northern states resisted, calling the idea unfair) with new words. B changes the meaning to the opposite (agreed it was fair). C drops that they thought it was unfair, so it is not complete. SAY, Sample: “At last, someone suggested a compromise.” Same meaning and facts, new words. REBUILD, Sample: “If enslaved people were counted, the Southern states would gain more representatives.” The words change, but the meaning stays. APPLY, TAP paraphrase: “The compromise let the group move ahead, but it did not fix the deeper problem.” THINK: This shows the compromise did not settle the real issue. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The argument lasted for days, and voices grew loud.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (the Northern states resisted, calling the idea unfair) with new words. B changes the meaning to the opposite (agreed it was fair). C drops that they thought it was unfair, so it is not complete. · SAY, Sample: “At last, someone suggested a compromise.” Same meaning and facts, new words. · REBUILD, Sample: “If enslaved people were counted, the Southern states would gain more representatives.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “The compromise let the group move ahead, but it did not fix the deeper problem.” THINK: This shows the compromise did not settle the real issue. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 5 • 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.

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.

The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart.

Which sentence BEST paraphrases this part of the passage?

A The argument lasted for days, with people speaking loudly and some delegates fearing the meeting would break down.

B The argument lasted for days, so the delegates ended the convention early.

C The debate ended quickly, and no one argued at all.

D The debate went on.

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 debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart."

"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 The argument lasted for days, with people speaking loudly and some delegates fearing the meeting would break down.

WHY THIS IS CORRECT

A keeps all the ideas (the debate lasted days, voices were raised, some feared it would fall apart) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (ended early). C reverses the meaning (ended quickly, no arguing). D leaves out the raised voices and the worry, 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 argument lasted for days, with people speaking loudly and some delegates fearing the meeting would break down. A keeps all the ideas (the debate lasted days, voices were raised, some feared it would fall apart) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (ended early). C reverses the meaning (ended quickly, no arguing). D leaves out the raised voices and the worry, so it is not complete."

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

ANSWER KEY: A, The argument lasted for days, with people speaking loudly and some delegates fearing the meeting would break down

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 5 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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.

"Even after the meeting ended, people continued to question the decision."

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: 'Even after the meeting ended, people continued to question the decision.'"

▸ *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: "Even after the meeting ended, people kept questioning the decision." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 5 • Cluster 5 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Even after the meeting ended, people kept questioning the decision." 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, paraphrase, or summarize 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 compromise helped the group move forward, but it didn't solve the deeper problem."
A. The compromise let the group keep going, but it did not fix the deeper problem.
B. The compromise solved every problem completely.
C. There was a compromise.

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 compromise helped the group move forward, but it didn't solve the deeper problem.' A. The compromise let the group keep going, but it did not fix the deeper problem. B. The compromise solved every problem completely. C. There was a compromise."

▸ *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 (it let the group keep going, but did not fix the deeper problem) with new words. B changes the meaning to the opposite (solved every problem). C drops the point that it did not fix the deeper problem, so it is not complete.

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 5 • 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 both ideas (it let the group keep going, but did not fix the deeper problem) with new words. B changes the meaning to the opposite (solved every problem). C drops the point that it did not fix the deeper problem, 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, paraphrase, or summarize 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 the summer of 1787, leaders met in Philadelphia to fix the government."

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 the summer of 1787, leaders met in Philadelphia to fix the government.'"

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

ANSWER KEY: Sample: "In the summer of 1787, leaders gathered in Philadelphia to fix the government." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 5 • Cluster 5 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "In the summer of 1787, leaders gathered in Philadelphia to fix the government." 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, paraphrase, or summarize 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 delegates agreed because they wanted the convention to succeed."

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 delegates agreed because they wanted the convention to succeed.'*

▸ *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 delegates went along with it because they wanted the meeting to work." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 5 • Cluster 5 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Some delegates went along with it because they wanted the meeting to work." 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, paraphrase, or summarize 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): "People continued to question whether the decision was fair."

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): 'People continued to question whether the decision was fair.'*

▸ *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: "People kept asking whether the decision was fair." THINK: This shows the debate did not truly end when the meeting did. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 5 • Cluster 5 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "People kept asking whether the decision was fair." THINK: This shows the debate did not truly end when the meeting did. 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: "Even after the meeting ended, people continued to question the decision." 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: “Even after the meeting ended, people kept questioning the decision.” Same meaning, new words.

CHOOSE — Tuesday

A is best. It keeps both ideas (it let the group keep going, but did not fix the deeper problem) with new words. **B** changes the meaning to the opposite (solved every problem). **C** drops the point that it did not fix the deeper problem, so it is not complete.

SAY — Wednesday

Sample: “In the summer of 1787, leaders gathered in Philadelphia to fix the government.” Same meaning and facts, new words.

REBUILD — Thursday

Sample: “Some delegates went along with it because they wanted the meeting to work.” The words change, but the meaning stays.

APPLY — Friday

TAP paraphrase: “People kept asking whether the decision was fair.” THINK: This shows the debate did not truly end when the meeting did. 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: “Even after the meeting ended, people kept questioning the decision.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (it let the group keep going, but did not fix the deeper problem) with new words. B changes the meaning to the opposite (solved every problem). C drops the point that it did not fix the deeper problem, so it is not complete. SAY, Sample: “In the summer of 1787, leaders gathered in Philadelphia to fix the government.” Same meaning and facts, new words. REBUILD, Sample: “Some delegates went along with it because they wanted the meeting to work.” The words change, but the meaning stays. APPLY, TAP paraphrase: “People kept asking whether the decision was fair.” THINK: This shows the debate did not truly end when the meeting did. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Even after the meeting ended, people kept questioning the decision.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (it let the group keep going, but did not fix the deeper problem) with new words. B changes the meaning to the opposite (solved every problem). C drops the point that it did not fix the deeper problem, so it is not complete. · SAY, Sample: “In the summer of 1787, leaders gathered in Philadelphia to fix the government.” Same meaning and facts, new words. · REBUILD, Sample: “Some delegates went along with it because they wanted the meeting to work.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “People kept asking whether the decision was fair.” THINK: This shows the debate did not truly end when the meeting did. 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 24 of 36

Slide 9 of 10

Read this part of the passage.

The compromise helped the group move forward, but it didn't solve the deeper problem. Even after the meeting, people questioned the decision.

Which sentence BEST paraphrases this part of the passage?

A The compromise let the convention continue, but it left the deeper problem unsolved, and people kept questioning it afterward.

B The compromise worked so well that the delegates cancelled the Constitution.

C The compromise solved the problem, and no one ever questioned it again.

D There was a compromise.

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 compromise helped the group move forward, but it didn't solve the deeper problem. Even after the meeting, people questioned the decision."

"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 24 of 36 · Grade 5 • Cluster 5 • 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 24 of 36

Slide 10 of 10

Correct answer: A The compromise let the convention continue, but it left the deeper problem unsolved, and people kept questioning it afterward.

WHY THIS IS CORRECT

A keeps both ideas (the compromise let things continue but did not solve the deeper problem, and people kept questioning it) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (cancelled the Constitution). C reverses the meaning (solved and no questions). D leaves out the unsolved 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, The compromise let the convention continue, but it left the deeper problem unsolved, and people kept questioning it afterward. A keeps both ideas (the compromise let things continue but did not solve the deeper problem, and people kept questioning 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 (cancelled the Constitution). C reverses the meaning (solved and no questions). D leaves out the unsolved problem, so it is not complete."

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

ANSWER KEY: A, The compromise let the convention continue, but it left the deeper problem unsolved, and people kept questioning it afterward

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 5 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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 many communities across the United States, people have chances to take part in civic life."

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 many communities across the United States, people have chances to take part in civic life.'"

▸ *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 many United States communities, people get chances to take part in civic life." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 5 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "In many United States communities, people get chances to take part in civic life." 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, paraphrase, or summarize 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 can include voting, attending meetings, volunteering, or sharing opinions about rules and laws."
A. This might include voting, going to meetings, volunteering, or sharing views on rules and laws.
B. This only means voting and nothing else.
C. People do things in the community.

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 can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.' A. This might include voting, going to meetings, volunteering, or sharing views on rules and laws. B. This only means voting and nothing else. C. People do things in the community."

▸ *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 examples (voting, meetings, volunteering, sharing views) with new words. B changes many examples into only voting. C drops the specific examples, so it is not complete.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 5 • 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 all the examples (voting, meetings, volunteering, sharing views) with new words. B changes many examples into only voting. C drops the specific 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, paraphrase, or summarize 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 people believe it is important to take part in civic affairs."

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 people believe it is important to take part in civic affairs.'"

▸ *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 think it matters to take part in civic affairs." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 5 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Some people think it matters to take part in civic affairs." 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, paraphrase, or summarize 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: "By voting or speaking up, people can have a say."

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: 'By voting or speaking up, people can have a say.'*

▸ *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: "People can have a say by voting or speaking up." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 5 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "People can have a say by voting or speaking up." 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, paraphrase, or summarize 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): "Communities are shaped by the people who live in them."

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): 'Communities are shaped by the people who live in them.'*

▸ *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: "The people who live in a community shape it." THINK: This shows the passage's point, that people, not just leaders, shape their community. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 5 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "The people who live in a community shape it." THINK: This shows the passage's point, that people, not just leaders, shape their community. 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: "In many communities across the United States, people have chances to take part in civic life." 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.

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: “In many United States communities, people get chances to take part in civic life.” Same meaning, new words.

CHOOSE — Tuesday

A is best. It keeps all the examples (voting, meetings, volunteering, sharing views) with new words. **B** changes many examples into only voting. **C** drops the specific examples, so it is not complete.

SAY — Wednesday

Sample: “Some people think it matters to take part in civic affairs.” Same meaning and facts, new words.

REBUILD — Thursday

Sample: “People can have a say by voting or speaking up.” The words and order change, but the meaning stays.

APPLY — Friday

TAP paraphrase: “The people who live in a community shape it.” THINK: This shows the passage’s point, that people, not just leaders, shape their community. 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 many United States communities, people get chances to take part in civic life.” Same meaning, new words. CHOOSE, A is best. It keeps all the examples (voting, meetings, volunteering, sharing views) with new words. B changes many examples into only voting. C drops the specific examples, so it is not complete. SAY, Sample: “Some people think it matters to take part in civic affairs.” Same meaning and facts, new words. REBUILD, Sample: “People can have a say by voting or speaking up.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “The people who live in a community shape it.” THINK: This shows the passage’s point, that people, not just leaders, shape their community. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “In many United States communities, people get chances to take part in civic life.” Same meaning, new words. · CHOOSE, A is best. It keeps all the examples (voting, meetings, volunteering, sharing views) with new words. B changes many examples into only voting. C drops the specific examples, so it is not complete. · SAY, Sample: “Some people think it matters to take part in civic affairs.” Same meaning and facts, new words. · REBUILD, Sample: “People can have a say by voting or speaking up.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “The people who live in a community shape it.” THINK: This shows the passage’s point, that people, not just leaders, shape their community. 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 25 of 36

Slide 9 of 10

Read this part of the passage.

Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, and safety.

Which sentence BEST paraphrases this part of the passage?

A Some people think joining in civic life matters because leaders' decisions can affect schools, roads, and safety.

B Some people think joining in civic life matters, so they all run for office.

C Some people think leaders' decisions never affect daily life.

D Some people take part in civic affairs.

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: Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, and safety."

"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 5 • 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 Some people think joining in civic life matters because leaders' decisions can affect schools, roads, and safety.

WHY THIS IS CORRECT

A keeps both ideas (taking part matters, and why) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (running for office). C reverses the meaning (never affect). D leaves out why it matters, 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, Some people think joining in civic life matters because leaders' decisions can affect schools, roads, and safety. A keeps both ideas (taking part matters, and why) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (running for office). C reverses the meaning (never affect). D leaves out why it matters, so it is not complete."

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

ANSWER KEY: A, Some people think joining in civic life matters because leaders' decisions can affect schools, roads, and safety

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, paraphrase, or summarize 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, paraphrase, or summarize 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.

"Others feel that taking part is not always necessary."

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: 'Others feel that taking part is not always necessary.'"

▸ *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: "Others feel that taking part is not always needed." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 5 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Others feel that taking part is not always needed." 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, paraphrase, or summarize 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 may think one person's vote will not make much of a difference, especially in large elections."
A. They might think a single person's vote does not matter much, especially in big elections.
B. They think one person's vote always decides the whole election.
C. They think about voting.

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 may think one person's vote will not make much of a difference, especially in large elections.' A. They might think a single person's vote does not matter much, especially in big elections. B. They think one person's vote always decides the whole election. C. They think about voting."

▸ *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 single vote may not matter much, especially in big elections) with new words. B changes the meaning to the opposite (always decides). C drops the point about the vote, so it is not complete.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 5 • 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 (a single vote may not matter much, especially in big elections) with new words. B changes the meaning to the opposite (always decides). C drops the point about the vote, 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, paraphrase, or summarize 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 people are busy with work or family and choose not to get involved."

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 people are busy with work or family and choose not to get involved.'"

▸ *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 are busy with jobs or family and decide not to take part." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 5 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Some people are busy with jobs or family and decide not to take part." 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, paraphrase, or summarize 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: "Communities are shaped by the people who live in them."

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: 'Communities are shaped by the people who live in them.'*

▸ *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 people who live in a community shape it." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 5 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The people who live in a community shape it." 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, paraphrase, or summarize 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): "Every action can still have an effect over time."

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): 'Every action can still have an effect over time.'*

▸ *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: "Over time, every action can still make a difference." THINK: This shows the passage's hopeful point, that participation matters in the long run. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 5 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Over time, every action can still make a difference." THINK: This shows the passage's hopeful point, that participation matters in the long run. 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: "Others feel that taking part is not always necessary." 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.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Others feel that taking part is not always needed.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (a single vote may not matter much, especially in big elections) with new words. **B** changes the meaning to the opposite (always decides). **C** drops the point about the vote, so it is not complete.
SAY Wednesday	Sample: “Some people are busy with jobs or family and decide not to take part.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The people who live in a community shape it.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Over time, every action can still make a difference.” THINK: This shows the passage’s hopeful point, that participation matters in the long run. 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: “Others feel that taking part is not always needed.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (a single vote may not matter much, especially in big elections) with new words. B changes the meaning to the opposite (always decides). C drops the point about the vote, so it is not complete. SAY, Sample: “Some people are busy with jobs or family and decide not to take part.” Same meaning and facts, new words. REBUILD, Sample: “The people who live in a community shape it.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Over time, every action can still make a difference.” THINK: This shows the passage’s hopeful point, that participation matters in the long run. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Others feel that taking part is not always needed.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (a single vote may not matter much, especially in big elections) with new words. B changes the meaning to the opposite (always decides). C drops the point about the vote, so it is not complete. · SAY, Sample: “Some people are busy with jobs or family and decide not to take part.” Same meaning and facts, new words. · REBUILD, Sample: “The people who live in a community shape it.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Over time, every action can still make a difference.” THINK: This shows the passage’s hopeful point, that participation matters in the long run. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 5 • 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.

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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.

Others feel taking part is not always necessary. They may think one person's vote will not make much of a difference.

Which sentence BEST paraphrases this part of the passage?

A Some people feel that joining in is not always needed, believing a single vote does not change much.

B Some people feel that joining in is not needed, so voting should be against the law.

C Everyone believes their single vote decides the whole election.

D Some people do not take part.

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: Others feel taking part is not always necessary. They may think one person's vote will not make much of a difference."

"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 5 • 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 Some people feel that joining in is not always needed, believing a single vote does not change much.

WHY THIS IS CORRECT

A keeps both ideas (taking part is not always needed, and why) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (against the law). C reverses the meaning (single vote decides). D leaves out the reason, 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, Some people feel that joining in is not always needed, believing a single vote does not change much. A keeps both ideas (taking part is not always needed, and why) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (against the law). C reverses the meaning (single vote decides). D leaves out the reason, so it is not complete."

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

ANSWER KEY: A, Some people feel that joining in is not always needed, believing a single vote does not change much

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 5 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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.

"Communities are shaped by the people who live in them."

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: 'Communities are shaped by the people who live in them.'"

▸ *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 people who live in a community shape it." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 5 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The people who live in a community shape it." 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, paraphrase, or summarize 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 voices are heard more often, but every action can still have an effect over time."
A. Some voices get heard more, but over time every action can still make a difference.
B. Some voices are heard, and no action ever has an effect.
C. Some voices are heard.

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 voices are heard more often, but every action can still have an effect over time.' A. Some voices get heard more, but over time every action can still make a difference. B. Some voices are heard, and no action ever has an effect. C. Some voices are heard."

▸ *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 (some voices are heard more, but every action can matter over time) with new words. B changes the meaning to the opposite (no action ever has an effect). C drops the point about every action, so it is not complete.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 5 • 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 both ideas (some voices are heard more, but every action can matter over time) with new words. B changes the meaning to the opposite (no action ever has an effect). C drops the point about every action, 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, paraphrase, or summarize 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.

"By voting or speaking up, people can have a say."

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: 'By voting or speaking up, people can have a say.'"

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

ANSWER KEY: Sample: "People can have a say by voting or speaking up." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 5 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "People can have a say by voting or speaking up." 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, paraphrase, or summarize 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 people are busy with work or family and choose not to get involved."

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 people are busy with work or family and choose not to get involved.'*

▸ *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 are busy with jobs or family and decide not to take part." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 5 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Some people are busy with jobs or family and decide not to take part." 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.

FRIDAY • REFLECTIVE (Highly Independent)

PARAPHRASING

SHEET 27 of 36

TEKS (7)(D) • RPLD Bell Ringer • Slide 6 of 10

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell, paraphrase, or summarize 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): "Communities are shaped by the people who live in them."

I CAN I can paraphrase evidence and explain it.

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Grade 5 • Cluster 6 • Module 3 • Friday

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): 'Communities are shaped by the people who live in them.'*

▸ *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: "The people who live in a community shape it." THINK: This shows that everyone in a community has a role in shaping it. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 5 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "The people who live in a community shape it." THINK: This shows that everyone in a community has a role in shaping 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 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: "Communities are shaped by the people who live in them." 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 5 • 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.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “The people who live in a community shape it.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps both ideas (some voices are heard more, but every action can matter over time) with new words. **B** changes the meaning to the opposite (no action ever has an effect). **C** drops the point about every action, so it is not complete.
SAY Wednesday	Sample: “People can have a say by voting or speaking up.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Some people are busy with jobs or family and decide not to take part.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The people who live in a community shape it.” THINK: This shows that everyone in a community has a role in shaping 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: “The people who live in a community shape it.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (some voices are heard more, but every action can matter over time) with new words. B changes the meaning to the opposite (no action ever has an effect). C drops the point about every action, so it is not complete. SAY, Sample: “People can have a say by voting or speaking up.” Same meaning and facts, new words. REBUILD, Sample: “Some people are busy with jobs or family and decide not to take part.” The words change, but the meaning stays. APPLY, TAP paraphrase: “The people who live in a community shape it.” THINK: This shows that everyone in a community has a role in shaping it. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The people who live in a community shape it.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (some voices are heard more, but every action can matter over time) with new words. B changes the meaning to the opposite (no action ever has an effect). C drops the point about every action, so it is not complete. · SAY, Sample: “People can have a say by voting or speaking up.” Same meaning and facts, new words. · REBUILD, Sample: “Some people are busy with jobs or family and decide not to take part.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “The people who live in a community shape it.” THINK: This shows that everyone in a community has a role in shaping it. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 5 • 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.

Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

Which sentence BEST paraphrases this part of the passage?

A Still, the people who live in a community shape it, and even though some voices are heard more, every action can matter over time.

B Still, the community is shaped by people, so only the loudest people count.

C Communities are not shaped by the people who live in them.

D Communities are shaped by people.

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: Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.”

“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 Still, the people who live in a community shape it, and even though some voices are heard more, every action can matter over time.

WHY THIS IS CORRECT

A keeps both ideas (people shape the community, and every action can matter over time) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (only loud people count). C reverses the meaning (not shaped by people). D leaves out that every action can matter, 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, Still, the people who live in a community shape it, and even though some voices are heard more, every action can matter over time. A keeps both ideas (people shape the community, and every action can matter over time) 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 loud people count). C reverses the meaning (not shaped by people). D leaves out that every action can matter, so it is not complete."

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

ANSWER KEY: A, Still, the people who live in a community shape it, and even though some voices are heard more, every action can matter over time

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 5 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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.

"By voting or speaking up, people can have a say in their community."

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: 'By voting or speaking up, people can have a say in their community.'"

▸ *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 can have a say in their community by voting or speaking up." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 5 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "People can have a say in their community by voting or speaking up." 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, paraphrase, or summarize 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 people are busy with work or family and choose not to get involved."
A. Some people are busy with jobs or family and decide not to take part.
B. Some people have lots of free time and always take part.
C. Some people are busy.

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 people are busy with work or family and choose not to get involved.' A. Some people are busy with jobs or family and decide not to take part. B. Some people have lots of free time and always take part. C. Some people are busy."

▸ *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 (busy people choose not to take part) with new words. B changes the meaning to the opposite (free time, always take part). C drops why they do not take part, so it is not complete.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 5 • 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 the meaning (busy people choose not to take part) with new words. B changes the meaning to the opposite (free time, always take part). C drops why they do not take 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, paraphrase, or summarize 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 people believe it is important to take part in civic affairs."

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 people believe it is important to take part in civic affairs.'"

▸ *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 think it matters to take part in civic affairs." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 5 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Some people think it matters to take part in civic affairs." 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, paraphrase, or summarize 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: "Others feel that taking part is not always necessary."

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: 'Others feel that taking part is not always necessary.'*

▸ *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: "Others feel taking part is not always needed." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 5 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Others feel taking part is not always needed." 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, paraphrase, or summarize 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): "Every action can still have an effect over time."

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): 'Every action can still have an effect over time.'*

▸ *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: "Over time, every action can still make a difference." THINK: This shows that even small participation adds up. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 5 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Over time, every action can still make a difference." THINK: This shows that even small participation adds up. 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: "By voting or speaking up, people can have a say in their community." 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: “People can have a say in their community by voting or speaking up.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (busy people choose not to take part) with new words. **B** changes the meaning to the opposite (free time, always take part). **C** drops why they do not take part, so it is not complete.
SAY Wednesday	Sample: “Some people think it matters to take part in civic affairs.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Others feel taking part is not always needed.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Over time, every action can still make a difference.” THINK: This shows that even small participation adds up. 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 can have a say in their community by voting or speaking up.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (busy people choose not to take part) with new words. B changes the meaning to the opposite (free time, always take part). C drops why they do not take part, so it is not complete. SAY, Sample: “Some people think it matters to take part in civic affairs.” Same meaning and facts, new words. REBUILD, Sample: “Others feel taking part is not always needed.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Over time, every action can still make a difference.” THINK: This shows that even small participation adds up. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “People can have a say in their community by voting or speaking up.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (busy people choose not to take part) with new words. B changes the meaning to the opposite (free time, always take part). C drops why they do not take part, so it is not complete. · SAY, Sample: “Some people think it matters to take part in civic affairs.” Same meaning and facts, new words. · REBUILD, Sample: “Others feel taking part is not always needed.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Over time, every action can still make a difference.” THINK: This shows that even small participation adds up. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 5 • 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

Read this part of the passage.

By voting or speaking up, people can have a say. Others feel that taking part is not always necessary.

Which sentence BEST paraphrases this part of the passage?

A People can influence decisions by voting or speaking out, though some feel that taking part is not always needed.

B People can influence decisions by voting, so they must vote every single day.

C Voting and speaking up give people no say at all.

D People can vote.

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: By voting or speaking up, people can have a say. Others feel that taking part is not always necessary."

"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 28 of 36

Slide 10 of 10

Correct answer: A People can influence decisions by voting or speaking out, though some feel that taking part is not always needed.

WHY THIS IS CORRECT

A keeps both ideas (people have a say by voting or speaking up, and some feel it is not always needed) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (vote every day). C reverses the meaning (no say at all). D leaves out speaking up and the other view, 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 can influence decisions by voting or speaking out, though some feel that taking part is not always needed. A keeps both ideas (people have a say by voting or speaking up, and some feel it is not always needed) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (vote every day). C reverses the meaning (no say at all). D leaves out speaking up and the other view, so it is not complete."

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

ANSWER KEY: A, People can influence decisions by voting or speaking out, though some feel that taking part is not always needed

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 5 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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 speaks, another hears, and a question grows and conquers fears."

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 speaks, another hears, and a question grows and conquers fears.'"

▸ *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 one person speaks and another listens, a question grows and beats fear." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 5 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "When one person speaks and another listens, a question grows and beats fear." 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, paraphrase, or summarize 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 thought once spoken all alone can quickly find a stronger tone."
A. An idea said by just one person can soon grow louder and stronger.
B. A thought spoken alone always stays weak and quiet.
C. A thought is spoken.

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 thought once spoken all alone can quickly find a stronger tone.' A. An idea said by just one person can soon grow louder and stronger. B. A thought spoken alone always stays weak and quiet. C. A thought is spoken."

▸ *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 lone idea can soon grow stronger) with new words. B changes the meaning to the opposite (always stays weak). C drops that the thought grows stronger, so it is not complete.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 5 • 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 lone idea can soon grow stronger) with new words. B changes the meaning to the opposite (always stays weak). C drops that the thought grows stronger, 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, paraphrase, or summarize 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 whisper travels down the street, then other voices rise to meet."

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 whisper travels down the street, then other voices rise to meet.'"

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

ANSWER KEY: Sample: "A quiet voice moves down the street, and then more voices join it." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 5 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "A quiet voice moves down the street, and then more voices join it." 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, paraphrase, or summarize 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 can gather, write, and speak to help protect the change they seek."

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 can gather, write, and speak to help protect the change they seek.'*

▸ *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: "People can come together, write, and speak up to protect the change they want." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 5 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "People can come together, write, and speak up to protect the change they want." 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, paraphrase, or summarize 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): "When people listen, learn, and say, one voice can start a mighty wave."

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): 'When people listen, learn, and say, one voice can start a mighty wave.'*

▸ *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: "When people listen, learn, and speak, one voice can grow into a mighty wave." THINK: This shows the poem's message, that one voice can lead to big change. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 5 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "When people listen, learn, and speak, one voice can grow into a mighty wave." THINK: This shows the poem's message, that one voice can lead to big change. 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: "One voice speaks, another hears, and a question grows and conquers fears." 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 5 • 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: “When one person speaks and another listens, a question grows and beats fear.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (a lone idea can soon grow stronger) with new words. **B** changes the meaning to the opposite (always stays weak). **C** drops that the thought grows stronger, so it is not complete.
SAY Wednesday	Sample: “A quiet voice moves down the street, and then more voices join it.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “People can come together, write, and speak up to protect the change they want.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “When people listen, learn, and speak, one voice can grow into a mighty wave.” THINK: This shows the poem’s message, that one voice can lead to big change. 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 one person speaks and another listens, a question grows and beats fear.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (a lone idea can soon grow stronger) with new words. B changes the meaning to the opposite (always stays weak). C drops that the thought grows stronger, so it is not complete. SAY, Sample: “A quiet voice moves down the street, and then more voices join it.” Same meaning and facts, new words. REBUILD, Sample: “People can come together, write, and speak up to protect the change they want.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “When people listen, learn, and speak, one voice can grow into a mighty wave.” THINK: This shows the poem’s message, that one voice can lead to big change. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “When one person speaks and another listens, a question grows and beats fear.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (a lone idea can soon grow stronger) with new words. B changes the meaning to the opposite (always stays weak). C drops that the thought grows stronger, so it is not complete. · SAY, Sample: “A quiet voice moves down the street, and then more voices join it.” Same meaning and facts, new words. · REBUILD, Sample: “People can come together, write, and speak up to protect the change they want.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “When people listen, learn, and speak, one voice can grow into a mighty wave.” THINK: This shows the poem’s message, that one voice can lead to big change. 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 whisper travels down the street, then other voices rise to meet.

Which sentence BEST paraphrases this part of the passage?

A A quiet voice moves through the street, and then more voices join it.

B A quiet voice moves through the street, and everyone starts shouting angrily.

C A whisper travels, but no other voices ever join it.

D A whisper travels down the street.

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 whisper travels down the street, then other voices rise to meet."

"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 29 of 36 · Grade 5 • Cluster 7 • 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.

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SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A A quiet voice moves through the street, and then more voices join it.

WHY THIS IS CORRECT

A keeps both ideas (a whisper travels, and other voices join) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (shouting angrily). C reverses the meaning (no voices join). D leaves out the other voices, 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 quiet voice moves through the street, and then more voices join it. A keeps both ideas (a whisper travels, and other voices join) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (shouting angrily). C reverses the meaning (no voices join). D leaves out the other voices, so it is not complete."

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

ANSWER KEY: A, A quiet voice moves through the street, and then more voices join it

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 5 • Cluster 7 • 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, paraphrase, or summarize 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, paraphrase, or summarize 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 voice may start out soft and small, yet one brave question can reach all."

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 voice may start out soft and small, yet one brave question can reach all.'"

▸ *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 voice may begin soft and small, yet one brave question can reach everyone." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 5 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "A voice may begin soft and small, yet one brave question can reach everyone." 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, paraphrase, or summarize 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 can gather, write, and speak, to help protect the change they seek."
A. People can come together, write, and speak up to protect the change they want.
B. People can gather and write, but they can never speak.
C. People can do things.

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 can gather, write, and speak, to help protect the change they seek.' A. People can come together, write, and speak up to protect the change they want. B. People can gather and write, but they can never speak. C. People can do things."

▸ *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 actions (gather, write, speak, to protect change) with new words. B changes speak into never speak. C drops the specific actions, so it is not complete.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 5 • 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 all the actions (gather, write, speak, to protect change) with new words. B changes speak into never speak. C drops the specific actions, 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, paraphrase, or summarize 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 share their thoughts and make them known, so leaders hear more than their own."

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 share their thoughts and make them known, so leaders hear more than their own.'"

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

ANSWER KEY: Sample: "They share and speak their ideas, so leaders hear voices beyond their own." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 5 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "They share and speak their ideas, so leaders hear voices beyond their own." 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, paraphrase, or summarize 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 person asks, 'Is this thing fair?' and another stops to listen."

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 person asks, 'Is this thing fair?' and another stops to listen.'*

▸ *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: "When one person asks whether something is fair, another pauses to listen." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 5 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "When one person asks whether something is fair, another pauses to listen." 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, paraphrase, or summarize 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): "When people listen, learn, and say, one voice can start a mighty wave."

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): 'When people listen, learn, and say, one voice can start a mighty wave.'*

▸ *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: "When people listen, learn, and speak, one voice can start a mighty wave." THINK: This shows how small actions can build into real change. 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: "When people listen, learn, and speak, one voice can start a mighty wave." THINK: This shows how small actions can build into real change. 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: "A voice may start out soft and small, yet one brave question can reach all." 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: “A voice may begin soft and small, yet one brave question can reach everyone.” Same meaning, new words.



CHOOSE
Tuesday

A is best. It keeps all the actions (gather, write, speak, to protect change) with new words. **B** changes speak into never speak. **C** drops the specific actions, so it is not complete.



SAY
Wednesday

Sample: “They share and speak their ideas, so leaders hear voices beyond their own.” Same meaning and facts, new words.



REBUILD
Thursday

Sample: “When one person asks whether something is fair, another pauses to listen.” The words and order change, but the meaning stays.



APPLY
Friday

TAP paraphrase: “When people listen, learn, and speak, one voice can start a mighty wave.” THINK: This shows how small actions can build into real change. 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 voice may begin soft and small, yet one brave question can reach everyone.” Same meaning, new words. CHOOSE, A is best. It keeps all the actions (gather, write, speak, to protect change) with new words. B changes speak into never speak. C drops the specific actions, so it is not complete. SAY, Sample: “They share and speak their ideas, so leaders hear voices beyond their own.” Same meaning and facts, new words. REBUILD, Sample: “When one person asks whether something is fair, another pauses to listen.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “When people listen, learn, and speak, one voice can start a mighty wave.” THINK: This shows how small actions can build into real change. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “A voice may begin soft and small, yet one brave question can reach everyone.” Same meaning, new words. · CHOOSE, A is best. It keeps all the actions (gather, write, speak, to protect change) with new words. B changes speak into never speak. C drops the specific actions, so it is not complete. · SAY, Sample: “They share and speak their ideas, so leaders hear voices beyond their own.” Same meaning and facts, new words. · REBUILD, Sample: “When one person asks whether something is fair, another pauses to listen.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “When people listen, learn, and speak, one voice can start a mighty wave.” THINK: This shows how small actions can build into real change. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 5 • 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

SHEET 30 of 36

Slide 9 of 10

Read this part of the passage.

They share their thoughts and make them known, so leaders hear more than their own.

Which sentence BEST paraphrases this part of the passage?

A By sharing and speaking their ideas, people make sure leaders hear voices beyond just their own.

B By sharing their ideas, people force the leaders to always obey them.

C They keep their thoughts hidden, so leaders hear nothing.

D They share their thoughts.

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: They share their thoughts and make them known, so leaders hear more than their own."

"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 5 • 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 By sharing and speaking their ideas, people make sure leaders hear voices beyond just their own.

WHY THIS IS CORRECT

A keeps both ideas (they share and make their thoughts known, so leaders hear more voices) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (leaders always obey). C reverses the meaning (keep hidden). D leaves out the leaders hearing more voices, 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 and speaking their ideas, people make sure leaders hear voices beyond just their own. A keeps both ideas (they share and make their thoughts known, so leaders hear more voices) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (leaders always obey). C reverses the meaning (keep hidden). D leaves out the leaders hearing more voices, so it is not complete."

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

ANSWER KEY: A, By sharing and speaking their ideas, people make sure leaders hear voices beyond just their own

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, paraphrase, or summarize 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 31 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, paraphrase, or summarize 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 people listen, learn, and say, one voice can start a mighty wave."

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 people listen, learn, and say, one voice can start a mighty wave.'"

▸ *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 people listen, learn, and speak, one voice can start a mighty wave." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 5 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "When people listen, learn, and speak, one voice can start a mighty wave." 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, paraphrase, or summarize 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 speaks, another hears, and a question grows and conquers fears."
A. When one person speaks and another listens, a question grows and beats back fear.
B. One voice speaks, but no one ever hears it.
C. A voice speaks.

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 speaks, another hears, and a question grows and conquers fears.' A. When one person speaks and another listens, a question grows and beats back fear. B. One voice speaks, but no one ever hears it. C. A voice speaks."

▸ *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 ideas (one speaks, another hears, a question grows and beats fear) with new words. B changes hears into never hears, the opposite. C drops most of the ideas, so it is not complete.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 5 • 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 all the ideas (one speaks, another hears, a question grows and beats fear) with new words. B changes hears into never hears, the opposite. C drops most of the ideas, 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, paraphrase, or summarize 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 may start out soft and small, yet one brave question can reach all."

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 may start out soft and small, yet one brave question can reach all.'"

▸ *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 may begin soft and small, yet one brave question can reach everyone." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 5 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "A voice may begin soft and small, yet one brave question can reach everyone." 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, paraphrase, or summarize 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 thought once spoken all alone can quickly find a stronger tone."

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 thought once spoken all alone can quickly find a stronger tone.'*

▸ *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: "An idea said by one person can soon grow louder and stronger." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 5 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "An idea said by one person can soon grow louder and stronger." 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, paraphrase, or summarize 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): "People can gather, write, and speak to help protect the change they seek."

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): 'People can gather, write, and speak to help protect the change they seek.'*

▸ *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: "People can come together, write, and speak to protect the change they want." THINK: This shows the poem's idea that action protects change. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 5 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "People can come together, write, and speak to protect the change they want." THINK: This shows the poem's idea that action protects change. 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: "When people listen, learn, and say, one voice can start a mighty wave." 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: “When people listen, learn, and speak, one voice can start a mighty wave.” Same meaning, new words.



CHOOSE
Tuesday

A is best. It keeps all the ideas (one speaks, another hears, a question grows and beats fear) with new words. **B** changes hears into never hears, the opposite. **C** drops most of the ideas, so it is not complete.



SAY
Wednesday

Sample: “A voice may begin soft and small, yet one brave question can reach everyone.” Same meaning and facts, new words.



REBUILD
Thursday

Sample: “An idea said by one person can soon grow louder and stronger.” The words and order change, but the meaning stays.



APPLY
Friday

TAP paraphrase: “People can come together, write, and speak to protect the change they want.” THINK: This shows the poem’s idea that action protects change. 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 people listen, learn, and speak, one voice can start a mighty wave.” Same meaning, new words. CHOOSE, A is best. It keeps all the ideas (one speaks, another hears, a question grows and beats fear) with new words. B changes hears into never hears, the opposite. C drops most of the ideas, so it is not complete. SAY, Sample: “A voice may begin soft and small, yet one brave question can reach everyone.” Same meaning and facts, new words. REBUILD, Sample: “An idea said by one person can soon grow louder and stronger.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “People can come together, write, and speak to protect the change they want.” THINK: This shows the poem’s idea that action protects change. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “When people listen, learn, and speak, one voice can start a mighty wave.” Same meaning, new words. · CHOOSE, A is best. It keeps all the ideas (one speaks, another hears, a question grows and beats fear) with new words. B changes hears into never hears, the opposite. C drops most of the ideas, so it is not complete. · SAY, Sample: “A voice may begin soft and small, yet one brave question can reach everyone.” Same meaning and facts, new words. · REBUILD, Sample: “An idea said by one person can soon grow louder and stronger.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “People can come together, write, and speak to protect the change they want.” THINK: This shows the poem’s idea that action protects change. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 5 • 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

SHEET 31 of 36

Slide 9 of 10

Read this part of the passage.

A voice may start out soft and small, yet one brave question can reach all.

Which sentence BEST paraphrases this part of the passage?

A Even a quiet, small voice can reach everyone when it asks one brave question.

B A small voice can reach everyone, but only if it is the loudest in the room.

C A small voice can never reach anyone at all.

D A voice may be soft and small.

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 voice may start out soft and small, yet one brave question can reach all."

"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 31 of 36 · Grade 5 • Cluster 7 • 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 Even a quiet, small voice can reach everyone when it asks one brave question.

WHY THIS IS CORRECT

A keeps both ideas (a small voice, and one brave question can reach all) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B contradicts the passage (a small voice, not the loudest). C reverses the meaning (never reach anyone). D leaves out the brave question reaching all, 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, Even a quiet, small voice can reach everyone when it asks one brave question. A keeps both ideas (a small voice, and one brave question can reach all) with new words. That is a true paraphrase."

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

"B contradicts the passage (a small voice, not the loudest). C reverses the meaning (never reach anyone). D leaves out the brave question reaching all, so it is not complete."

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

ANSWER KEY: A, Even a quiet, small voice can reach everyone when it asks one brave question

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, paraphrase, or summarize 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, paraphrase, or summarize 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 person asks, 'Is this thing fair?' and another stops to listen."

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 person asks, 'Is this thing fair?' and another stops to listen.'"

▸ *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 one person asks whether something is fair, another stops to listen." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 5 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "When one person asks whether something is fair, another stops to listen." 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, paraphrase, or summarize 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 person asks, 'Is this thing fair?' Another stops to listen there."
A. When one person asks whether something is fair, another pauses to listen.
B. One person asks if something is fair, but no one ever listens.
C. One person asks a question.

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 person asks, 'Is this thing fair?' Another stops to listen there.' A. When one person asks whether something is fair, another pauses to listen. B. One person asks if something is fair, but no one ever listens. C. One person asks a question."

▸ *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 (one asks if it is fair, another listens) with new words. B changes the meaning to the opposite (no one listens). C drops the listener, so it is not complete.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 5 • 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 (one asks if it is fair, another listens) with new words. B changes the meaning to the opposite (no one listens). C drops the listener, 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, paraphrase, or summarize 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 whisper travels down the street, then other voices rise to meet."

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 whisper travels down the street, then other voices rise to meet.'"

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

ANSWER KEY: Sample: "A quiet voice moves down the street, and then more voices join it." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 5 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "A quiet voice moves down the street, and then more voices join it." 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, paraphrase, or summarize 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 share their thoughts and make them known, so leaders hear more than their own."

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 share their thoughts and make them known, so leaders hear more than their own.'*

▸ *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 and speaking their ideas, people make sure leaders hear more than their own voices." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 5 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "By sharing and speaking their ideas, people make sure leaders hear more than their own voices." 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, paraphrase, or summarize 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): "When people listen, learn, and say, one voice can start a mighty wave."

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): 'When people listen, learn, and say, one voice can start a mighty wave.'*

▸ *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: "When people listen, learn, and speak, one voice can start a mighty wave." THINK: This shows the poem's hopeful message that one voice can lead to change. 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: "When people listen, learn, and speak, one voice can start a mighty wave." THINK: This shows the poem's hopeful message that one voice can lead to change. 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 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 person asks, 'Is this thing fair?' and another stops to listen." 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

SHEET 32 of 36

Slide 8 of 10

MEANING Monday	Sample: “When one person asks whether something is fair, another stops to listen.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps both ideas (one asks if it is fair, another listens) with new words. **B** changes the meaning to the opposite (no one listens). **C** drops the listener, so it is not complete.
SAY Wednesday	Sample: “A quiet voice moves down the street, and then more voices join it.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “By sharing and speaking their ideas, people make sure leaders hear more than their own voices.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “When people listen, learn, and speak, one voice can start a mighty wave.” THINK: This shows the poem’s hopeful message that one voice can lead to change. 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 one person asks whether something is fair, another stops to listen.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (one asks if it is fair, another listens) with new words. B changes the meaning to the opposite (no one listens). C drops the listener, so it is not complete. SAY, Sample: “A quiet voice moves down the street, and then more voices join it.” Same meaning and facts, new words. REBUILD, Sample: “By sharing and speaking their ideas, people make sure leaders hear more than their own voices.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “When people listen, learn, and speak, one voice can start a mighty wave.” THINK: This shows the poem’s hopeful message that one voice can lead to change. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “When one person asks whether something is fair, another stops to listen.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (one asks if it is fair, another listens) with new words. B changes the meaning to the opposite (no one listens). C drops the listener, so it is not complete. · SAY, Sample: “A quiet voice moves down the street, and then more voices join it.” Same meaning and facts, new words. · REBUILD, Sample: “By sharing and speaking their ideas, people make sure leaders hear more than their own voices.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “When people listen, learn, and speak, one voice can start a mighty wave.” THINK: This shows the poem’s hopeful message that one voice can lead to change. 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 32 of 36

Slide 9 of 10

Read this part of the passage.

When people listen, learn, and say, one voice can start a mighty wave.

Which sentence BEST paraphrases this part of the passage?

A When people listen, learn, and speak up, a single voice can grow into a powerful wave of change.

B When people listen and learn, one voice can start a wave that washes away the whole town.

C One voice can never make any change at all.

D One voice can start a wave.

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 people listen, learn, and say, one voice can start a mighty wave."

"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 32 of 36 · Grade 5 • Cluster 7 • 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 32 of 36

Slide 10 of 10

Correct answer: A When people listen, learn, and speak up, a single voice can grow into a powerful wave of change.

WHY THIS IS CORRECT

A keeps both ideas (people listen, learn, and speak, and one voice grows into a powerful wave) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds a literal idea the poem never means (washes away the town). C reverses the meaning (never make change). D leaves out the listening, learning, and speaking, 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 people listen, learn, and speak up, a single voice can grow into a powerful wave of change. A keeps both ideas (people listen, learn, and speak, and one voice grows into a powerful wave) 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 (washes away the town). C reverses the meaning (never make change). D leaves out the listening, learning, and speaking, so it is not complete."

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

ANSWER KEY: A, When people listen, learn, and speak up, a single voice can grow into a powerful wave of change

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, paraphrase, or summarize 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, paraphrase, or summarize 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 nation can change in many ways."

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 nation can change in many ways.'"

▸ *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 nation can change in many different ways." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 5 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "A nation can change in many different ways." 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, paraphrase, or summarize 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 of the most important changes begin with something that cannot be seen on a map."
A. Some of the biggest changes start with something a map cannot show.
B. The most important changes can always be seen on a map.
C. Changes begin 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: 'Some of the most important changes begin with something that cannot be seen on a map.' A. Some of the biggest changes start with something a map cannot show. B. The most important changes can always be seen on a map. C. Changes begin 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 (the biggest changes start with something a map cannot show) with new words. B changes the meaning to the opposite (always seen on a map). C drops the point about a map, so it is not complete.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 5 • 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 the meaning (the biggest changes start with something a map cannot show) with new words. B changes the meaning to the opposite (always seen on a map). C drops the point about a map, 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, paraphrase, or summarize 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.

"New people can arrive and build communities."

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: 'New people can arrive and build communities.'"

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

ANSWER KEY: Sample: "Newcomers can arrive and build communities." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 5 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Newcomers can arrive and build communities." 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, paraphrase, or summarize 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: "Laws can be written, challenged, or replaced."

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: 'Laws can be written, challenged, or replaced.'*

▸ *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: "Laws can be created, questioned, or swapped for new ones." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 5 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Laws can be created, questioned, or swapped for new ones." 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, paraphrase, or summarize 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): "Democracy is a continuing process of ideas, decisions, actions, and consequences."

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): 'Democracy is a continuing process of ideas, decisions, actions, and consequences.'*

▸ *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: "Democracy is an ongoing process of ideas, choices, actions, and results." THINK: This shows the passage's big idea, that democracy keeps going. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 5 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Democracy is an ongoing process of ideas, choices, actions, and results." THINK: This shows the passage's big idea, that democracy keeps going. 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: "A nation can change in many ways." 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

SHEET 33 of 36

Slide 8 of 10

MEANING — Monday

Sample: “A nation can change in many different ways.” Same meaning, new words.

CHOOSE — Tuesday

A is best. It keeps the meaning (the biggest changes start with something a map cannot show) with new words. **B** changes the meaning to the opposite (always seen on a map). **C** drops the point about a map, so it is not complete.

SAY — Wednesday

Sample: “Newcomers can arrive and build communities.” Same meaning and facts, new words.

REBUILD — Thursday

Sample: “Laws can be created, questioned, or swapped for new ones.” The words and order change, but the meaning stays.

APPLY — Friday

TAP paraphrase: “Democracy is an ongoing process of ideas, choices, actions, and results.” THINK: This shows the passage’s big idea, that democracy keeps going. 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 nation can change in many different ways.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (the biggest changes start with something a map cannot show) with new words. B changes the meaning to the opposite (always seen on a map). C drops the point about a map, so it is not complete. SAY, Sample: “Newcomers can arrive and build communities.” Same meaning and facts, new words. REBUILD, Sample: “Laws can be created, questioned, or swapped for new ones.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Democracy is an ongoing process of ideas, choices, actions, and results.” THINK: This shows the passage’s big idea, that democracy keeps going. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “A nation can change in many different ways.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (the biggest changes start with something a map cannot show) with new words. B changes the meaning to the opposite (always seen on a map). C drops the point about a map, so it is not complete. · SAY, Sample: “Newcomers can arrive and build communities.” Same meaning and facts, new words. · REBUILD, Sample: “Laws can be created, questioned, or swapped for new ones.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Democracy is an ongoing process of ideas, choices, actions, and results.” THINK: This shows the passage’s big idea, that democracy keeps going. 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 nation can change in many ways. Borders can move, new inventions can transform daily life, and new people can build communities.

Which sentence BEST paraphrases this part of the passage?

A A nation can change in many ways, such as shifting borders, new inventions changing daily life, and newcomers building communities.

B A nation can change in many ways, but only during wartime.

C A nation can change in only one single way.

D A nation can change.

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 nation can change in many ways. Borders can move, new inventions can transform daily life, and new people can build communities."

"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 33 of 36 · Grade 5 • Cluster 8 • 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 A nation can change in many ways, such as shifting borders, new inventions changing daily life, and newcomers building communities.

WHY THIS IS CORRECT

A keeps all the examples (borders move, inventions change life, new people build communities) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (only during wartime). C reverses the meaning (only one way). 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, A nation can change in many ways, such as shifting borders, new inventions changing daily life, and newcomers building communities. A keeps all the examples (borders move, inventions change life, new people build communities) 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 during wartime). C reverses the meaning (only one way). 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, A nation can change in many ways, such as shifting borders, new inventions changing daily life, and newcomers building communities

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, paraphrase, or summarize 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, paraphrase, or summarize 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.

"Some of the most important changes begin with a question."

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: 'Some of the most important changes begin with a question.'"

▸ *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: "Some of the most important changes start with a question." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 5 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Some of the most important changes start with a question." 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, paraphrase, or summarize 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 history of the United States contains many examples of people asking these questions."
A. United States history has many examples of people asking these questions.
B. United States history has no examples of people asking questions.
C. History has examples.

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 history of the United States contains many examples of people asking these questions.' A. United States history has many examples of people asking these questions. B. United States history has no examples of people asking questions. C. History has examples."

▸ *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 (U.S. history has many examples of people asking these questions) with new words. B changes many into none, the opposite. C drops the people asking questions, so it is not complete.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 5 • 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 the meaning (U.S. history has many examples of people asking these questions) with new words. B changes many into none, the opposite. C drops the people asking questions, 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, paraphrase, or summarize 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.

"Sometimes their answers led to protests."

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: 'Sometimes their answers led to protests.'"

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

ANSWER KEY: Sample: "Sometimes their answers sparked protests." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 5 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Sometimes their answers sparked protests." 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, paraphrase, or summarize 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: "Sometimes they led to documents, laws, compromises, elections, or new amendments."

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: 'Sometimes they led to documents, laws, compromises, elections, or new amendments.'*

▸ *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: "Sometimes they produced documents, laws, compromises, elections, or new amendments." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 5 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Sometimes they produced documents, laws, compromises, elections, or new amendments." 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, paraphrase, or summarize 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): "Democracy is a continuing process of ideas, decisions, actions, and consequences."

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): 'Democracy is a continuing process of ideas, decisions, actions, and consequences.'*

▸ *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: "Democracy is an ongoing process of ideas, choices, actions, and results." THINK: This shows democracy is never finished. 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: "Democracy is an ongoing process of ideas, choices, actions, and results." THINK: This shows democracy is never finished. 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: "Some of the most important changes begin with a question." 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: “Some of the most important changes start with a question.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (U.S. history has many examples of people asking these questions) with new words. **B** changes many into none, the opposite. **C** drops the people asking questions, so it is not complete.
SAY Wednesday	Sample: “Sometimes their answers sparked protests.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Sometimes they produced documents, laws, compromises, elections, or new amendments.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Democracy is an ongoing process of ideas, choices, actions, and results.” THINK: This shows democracy is never finished. 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: “Some of the most important changes start with a question.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (U.S. history has many examples of people asking these questions) with new words. B changes many into none, the opposite. C drops the people asking questions, so it is not complete. SAY, Sample: “Sometimes their answers sparked protests.” Same meaning and facts, new words. REBUILD, Sample: “Sometimes they produced documents, laws, compromises, elections, or new amendments.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Democracy is an ongoing process of ideas, choices, actions, and results.” THINK: This shows democracy is never finished. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Some of the most important changes start with a question.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (U.S. history has many examples of people asking these questions) with new words. B changes many into none, the opposite. C drops the people asking questions, so it is not complete. · SAY, Sample: “Sometimes their answers sparked protests.” Same meaning and facts, new words. · REBUILD, Sample: “Sometimes they produced documents, laws, compromises, elections, or new amendments.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Democracy is an ongoing process of ideas, choices, actions, and results.” THINK: This shows democracy is never finished. 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.

Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments.

Which sentence BEST paraphrases this part of the passage?

A Their answers sometimes sparked protests and other times produced documents, laws, compromises, elections, or new amendments.

B Their answers sparked protests, and every one of them ended in war.

C Their answers never led to any changes at all.

D Their answers led to protests.

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: Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments."

"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 5 • 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

SHEET 34 of 36

Slide 10 of 10

Correct answer: A Their answers sometimes sparked protests and other times produced documents, laws, compromises, elections, or new amendments.

WHY THIS IS CORRECT

A keeps both ideas (answers sometimes led to protests, and other times to documents, laws, and more) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (ended in war). C reverses the meaning (never led to changes). D leaves out the documents, laws, and amendments, 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, Their answers sometimes sparked protests and other times produced documents, laws, compromises, elections, or new amendments. A keeps both ideas (answers sometimes led to protests, and other times to documents, laws, and more) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (ended in war). C reverses the meaning (never led to changes). D leaves out the documents, laws, and amendments, so it is not complete."

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

ANSWER KEY: A, Their answers sometimes sparked protests and other times produced documents, laws, compromises, elections, or new amendments

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 5 • Cluster 8 • 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, paraphrase, or summarize 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 35 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, paraphrase, or summarize 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.

"Democracy is not a single event."

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: 'Democracy is not a single event.'"

▸ *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: "Democracy is not just one single event." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 5 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Democracy is not just one single event." 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, paraphrase, or summarize 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 is a continuing process of ideas, decisions, actions, and consequences."
A. It is an ongoing process of ideas, choices, actions, and results.
B. It is a single moment that happens only once.
C. It is a process.

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 is a continuing process of ideas, decisions, actions, and consequences.' A. It is an ongoing process of ideas, choices, actions, and results. B. It is a single moment that happens only once. C. It is a process."

▸ *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 (democracy is an ongoing process of ideas, choices, actions, results) with new words. B changes the meaning to the opposite (a single moment). C drops what the process is made of, so it is not complete.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 5 • 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 (democracy is an ongoing process of ideas, choices, actions, results) with new words. B changes the meaning to the opposite (a single moment). C drops what the process is made of, 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, paraphrase, or summarize 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.

"Laws can be written, challenged, or replaced."

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: 'Laws can be written, challenged, or replaced.'"

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

ANSWER KEY: Sample: "Laws can be created, questioned, or swapped for new ones." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 5 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Laws can be created, questioned, or swapped for new ones." 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, paraphrase, or summarize 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 history of the United States contains many examples of people asking these questions."

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 history of the United States contains many examples of people asking these questions.'*

▸ *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: "U.S. history has many examples of people asking these questions." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 5 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "U.S. history has many examples of people asking these 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, paraphrase, or summarize 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): "Democracy is a continuing process of ideas, decisions, actions, and consequences."

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): 'Democracy is a continuing process of ideas, decisions, actions, and consequences.'*

▸ *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: "Democracy is an ongoing process of ideas, choices, actions, and results." THINK: This shows democracy is a process, not a one, time event. 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: "Democracy is an ongoing process of ideas, choices, actions, and results." THINK: This shows democracy is a process, not a one, time event. 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: "Democracy is not a single event." 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.

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 35 of 36

Slide 8 of 10

MEANING Monday	Sample: “Democracy is not just one single event.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (democracy is an ongoing process of ideas, choices, actions, results) with new words. **B** changes the meaning to the opposite (a single moment). **C** drops what the process is made of, so it is not complete.
SAY Wednesday	Sample: “Laws can be created, questioned, or swapped for new ones.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “U.S. history has many examples of people asking these questions.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Democracy is an ongoing process of ideas, choices, actions, and results.” THINK: This shows democracy is a process, not a one, time event. 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: “Democracy is not just one single event.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (democracy is an ongoing process of ideas, choices, actions, results) with new words. B changes the meaning to the opposite (a single moment). C drops what the process is made of, so it is not complete. SAY, Sample: “Laws can be created, questioned, or swapped for new ones.” Same meaning and facts, new words. REBUILD, Sample: “U.S. history has many examples of people asking these questions.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Democracy is an ongoing process of ideas, choices, actions, and results.” THINK: This shows democracy is a process, not a one, time event. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Democracy is not just one single event.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (democracy is an ongoing process of ideas, choices, actions, results) with new words. B changes the meaning to the opposite (a single moment). C drops what the process is made of, so it is not complete. · SAY, Sample: “Laws can be created, questioned, or swapped for new ones.” Same meaning and facts, new words. · REBUILD, Sample: “U.S. history has many examples of people asking these questions.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Democracy is an ongoing process of ideas, choices, actions, and results.” THINK: This shows democracy is a process, not a one, time event. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 5 • Cluster 8 • 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Studying these examples helps us understand that democracy is not a single event. It is a continuing process.

Which sentence BEST paraphrases this part of the passage?

A Looking at these examples shows us that democracy is not one event but an ongoing process.

B Looking at these examples shows that democracy was a process that ended long ago.

C Democracy is a single event that happens just once.

D Democracy is not a single event.

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: Studying these examples helps us understand that democracy is not a single event. It is a continuing process."

"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 Looking at these examples shows us that democracy is not one event but an ongoing process.

WHY THIS IS CORRECT

A keeps both ideas (the examples show that democracy is not one event, but an ongoing process) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (ended long ago). C reverses the meaning (a single event). D leaves out that it is an ongoing process, 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, Looking at these examples shows us that democracy is not one event but an ongoing process. A keeps both ideas (the examples show that democracy is not one event, but an ongoing process) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (ended long ago). C reverses the meaning (a single event). D leaves out that it is an ongoing process, so it is not complete."

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

ANSWER KEY: A, Looking at these examples shows us that democracy is not one event but an ongoing process

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 5 • 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.

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell, paraphrase, or summarize 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, paraphrase, or summarize 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.

"Some of the most important changes begin with a question, like 'Is this fair?'"

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: 'Some of the most important changes begin with a question, like 'Is this fair?'"

▸ *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: "Some of the most important changes start with a question, such as whether something is fair." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 36 of 36 · Grade 5 • Cluster 8 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Some of the most important changes start with a question, such as whether something is fair." 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, paraphrase, or summarize 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: "Laws can be written, challenged, or replaced."
A. Laws can be created, questioned, or swapped for new ones.
B. Laws can be written but can never be changed.
C. There are laws.

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: 'Laws can be written, challenged, or replaced.' A. Laws can be created, questioned, or swapped for new ones. B. Laws can be written but can never be changed. C. There are laws."

▸ *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 (laws can be created, questioned, or replaced) with new words. B changes the meaning to the opposite (can never be changed). C drops what can happen to laws, so it is not complete.

(7)(D) · Paraphrasing · Sheet 36 of 36 · Grade 5 • 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 the meaning (laws can be created, questioned, or replaced) with new words. B changes the meaning to the opposite (can never be changed). C drops what can happen to laws, 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, paraphrase, or summarize 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 nation can change in many ways."

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 nation can change in many ways.'"

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

ANSWER KEY: Sample: "A nation can change in many different ways." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 36 of 36 · Grade 5 • Cluster 8 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "A nation can change in many different ways." 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, paraphrase, or summarize 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 of the most important changes begin with a question."

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 of the most important changes begin with a question.'*

▸ *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 of the most important changes start with a question." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 36 of 36 · Grade 5 • Cluster 8 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Some of the most important changes start with a question." 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, paraphrase, or summarize 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): "Democracy is a continuing process of ideas, decisions, actions, and consequences."

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): 'Democracy is a continuing process of ideas, decisions, actions, and consequences.'*

▸ *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: "Democracy is an ongoing process of ideas, choices, actions, and results." THINK: This shows the passage's central point, that change is an ongoing process built on questions. 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: "Democracy is an ongoing process of ideas, choices, actions, and results." THINK: This shows the passage's central point, that change is an ongoing process built on questions. 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: "Some of the most important changes begin with a question, like 'Is this fair?'" 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.

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: “Some of the most important changes start with a question, such as whether something is fair.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (laws can be created, questioned, or replaced) with new words. **B** changes the meaning to the opposite (can never be changed). **C** drops what can happen to laws, so it is not complete.
SAY Wednesday	Sample: “A nation can change in many different ways.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Some of the most important changes start with a question.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Democracy is an ongoing process of ideas, choices, actions, and results.” THINK: This shows the passage’s central point, that change is an ongoing process built on questions. 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: “Some of the most important changes start with a question, such as whether something is fair.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (laws can be created, questioned, or replaced) with new words. B changes the meaning to the opposite (can never be changed). C drops what can happen to laws, so it is not complete. SAY, Sample: “A nation can change in many different ways.” Same meaning and facts, new words. REBUILD, Sample: “Some of the most important changes start with a question.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Democracy is an ongoing process of ideas, choices, actions, and results.” THINK: This shows the passage’s central point, that change is an ongoing process built on questions. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Some of the most important changes start with a question, such as whether something is fair.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (laws can be created, questioned, or replaced) with new words. B changes the meaning to the opposite (can never be changed). C drops what can happen to laws, so it is not complete. · SAY, Sample: “A nation can change in many different ways.” Same meaning and facts, new words. · REBUILD, Sample: “Some of the most important changes start with a question.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Democracy is an ongoing process of ideas, choices, actions, and results.” THINK: This shows the passage’s central point, that change is an ongoing process built on questions. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 36 of 36 · Grade 5 • 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.

But some of the most important changes begin with something that cannot be seen on a map. They begin with a question.

Which sentence BEST paraphrases this part of the passage?

A Some of the most important changes start not with anything on a map, but with a question.

B Some of the most important changes start with a question that only lawyers may ask.

C The most important changes always start with a brand new map.

D Changes begin with a question.

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: But some of the most important changes begin with something that cannot be seen on a map. They begin with a question."

"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 36 of 36

Slide 10 of 10

Correct answer: A Some of the most important changes start not with anything on a map, but with a question.

WHY THIS IS CORRECT

A keeps both ideas (the biggest changes are not on a map, and they begin with a question) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (only lawyers). C reverses the meaning (start with a map). D leaves out that a map cannot show these changes, 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, Some of the most important changes start not with anything on a map, but with a question. A keeps both ideas (the biggest changes are not on a map, and they begin with a question) 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 lawyers). C reverses the meaning (start with a map). D leaves out that a map cannot show these changes, so it is not complete."

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

ANSWER KEY: A, Some of the most important changes start not with anything on a map, but with a question

(7)(D) · Paraphrasing · Sheet 36 of 36 · Grade 5 • Cluster 8 • 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.