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 crowd became still."

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 crowd became still.'"

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

ANSWER KEY: Sample: "Everyone stopped moving and got quiet." The meaning (the crowd went silent and still) stays the same.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Everyone stopped moving and got quiet." The meaning (the crowd went silent and still) stays the same.

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: "His voice was strong and steady."
A. His voice was loud and shaky.
B. He spoke in a firm, calm voice.
C. He had a strong throat and a steady hand.

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: 'His voice was strong and steady.' A. His voice was loud and shaky. B. He spoke in a firm, calm voice. C. He had a strong throat and a steady hand."

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

ANSWER KEY: B is best. It keeps the meaning with new words. A changes the meaning (steady is not shaky). C adds a hand and a throat that the sentence never mentions.

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, B is best. It keeps the meaning with new words. A changes the meaning (steady is not shaky). C adds a hand and a throat that the sentence never mentions.

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 held Mama's hand tightly as we moved through the enormous crowd."

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 held Mama's hand tightly as we moved through the enormous crowd.'"

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

ANSWER KEY: Sample: "I gripped Mama's hand as we pushed through the huge crowd." New words, same meaning and facts.

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "I gripped Mama's hand as we pushed through the huge crowd." New words, same meaning and facts.

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: "The August sun felt hot on my face."

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 August sun felt hot on my face.'*

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

ANSWER KEY: Sample: "In August, the sun warmed my face." The words and order 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: "In August, the sun warmed my face." The words and order 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): "When the speech ended, people cheered and hugged one another."

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 the speech ended, people cheered and hugged one another.'*

▸ *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: "After the speech, the crowd celebrated and hugged one another." THINK: This shows the speech gave people hope and joy. 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: "After the speech, the crowd celebrated and hugged one another." THINK: This shows the speech gave people hope and joy. 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 1 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "The crowd became still." 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

SHEET 1 of 36

Slide 8 of 10

MEANING Monday	Sample: “Everyone stopped moving and got quiet.” The meaning (the crowd went silent and still) stays the same.
CHOOSE Tuesday	**B** is best. It keeps the meaning with new words. **A** changes the meaning (steady is not shaky). **C** adds a hand and a throat that the sentence never mentions.
SAY Wednesday	Sample: “I gripped Mama’s hand as we pushed through the huge crowd.” New words, same meaning and facts.
REBUILD Thursday	Sample: “In August, the sun warmed my face.” The words and order change, but the meaning and the facts stay.
APPLY Friday	TAP paraphrase: “After the speech, the crowd celebrated and hugged one another.” THINK: This shows the speech gave people hope and joy. The paraphrase is the evidence, not the explanation.

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

~3 min

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

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

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Everyone stopped moving and got quiet.” The meaning (the crowd went silent and still) stays the same. CHOOSE, B is best. It keeps the meaning with new words. A changes the meaning (steady is not shaky). C adds a hand and a throat that the sentence never mentions. SAY, Sample: “I gripped Mama’s hand as we pushed through the huge crowd.” New words, same meaning and facts. REBUILD, Sample: “In August, the sun warmed my face.” The words and order change, but the meaning and the facts stay. APPLY, TAP paraphrase: “After the speech, the crowd celebrated and hugged one another.” THINK: This shows the speech gave people hope and joy. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Everyone stopped moving and got quiet.” The meaning (the crowd went silent and still) stays the same. · CHOOSE, B is best. It keeps the meaning with new words. A changes the meaning (steady is not shaky). C adds a hand and a throat that the sentence never mentions. · SAY, Sample: “I gripped Mama’s hand as we pushed through the huge crowd.” New words, same meaning and facts. · REBUILD, Sample: “In August, the sun warmed my face.” The words and order change, but the meaning and the facts stay. · APPLY, TAP paraphrase: “After the speech, the crowd celebrated and hugged one another.” THINK: This shows the speech gave people hope and joy. 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.

Dr. King talked about freedom. He talked about justice. He talked about hope for the future.

Which sentence BEST paraphrases this part of the passage?

A Dr. King spoke about being free, being fair, and having hope for what was coming.

B Dr. King talked about freedom, justice, and how the future would surely be perfect.

C Dr. King gave a speech about history and the days that had already passed.

D Dr. King talked about freedom and justice.

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: Dr. King talked about freedom. He talked about justice. He talked about hope for the future."

"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 Dr. King spoke about being free, being fair, and having hope for what was coming.

WHY THIS IS CORRECT

A keeps all three ideas (freedom, justice, and hope for the future) in the same order, but uses new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (that the future would surely be perfect). C changes the meaning to the past, which the passage does not say. D leaves out hope for the future, so it is not complete.

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

~2 min

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

"Here is the payoff: the best paraphrase is A, Dr. King spoke about being free, being fair, and having hope for what was coming. A keeps all three ideas (freedom, justice, and hope for the future) in the same order, but uses new words. That is a true paraphrase."

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

"B adds an idea the passage never states (that the future would surely be perfect). C changes the meaning to the past, which the passage does not say. D leaves out hope for the future, so it is not complete."

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

ANSWER KEY: A, Dr. King spoke about being free, being fair, and having hope for what was coming

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.

"Tears filled Mama's eyes."

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: 'Tears filled Mama's eyes.'"

▸ *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: "Mama started to cry." The meaning (her eyes filled with tears) stays the same.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Mama started to cry." The meaning (her eyes filled with tears) stays the same.

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: "I had never seen so many people gathered in one place."
A. I had never seen this many people together in one place.
B. It was the biggest crowd I had ever seen.
C. I had never been to a place like that before.

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: 'I had never seen so many people gathered in one place.' A. I had never seen this many people together in one place. B. It was the biggest crowd I had ever seen. C. I had never been to a place like that before."

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

ANSWER KEY: B is best. It keeps the idea (a huge crowd) with new words and a new build. A barely changes the words, so it is close to copying. C changes the meaning to be about the place, not the size of the crowd.

(7)(D) · Paraphrasing · Sheet 2 of 36 · Grade 4 • Prepare • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, B is best. It keeps the idea (a huge crowd) with new words and a new build. A barely changes the words, so it is close to copying. C changes the meaning to be about the place, not the size of the crowd.

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 came because they wanted America to be fair for everyone."

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 came because they wanted America to be fair for everyone.'"

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

ANSWER KEY: Sample: "People showed up because they wanted a fair America for all." Same meaning and facts, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "People showed up because they wanted a fair America for all." 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 imagined schools where every child was welcomed."

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 imagined schools where every child was welcomed.'*

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

ANSWER KEY: Sample: "In my mind, I pictured schools that welcomed every child." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 2 of 36 · Grade 4 • Prepare • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "In my mind, I pictured schools that welcomed every child." 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): "I knew I would carry that dream with me."

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): 'I knew I would carry that dream with me.'*

▸ *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 narrator decided to hold on to that dream." THINK: This shows the speech changed the child, because now the dream felt like their own. 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 narrator decided to hold on to that dream." THINK: This shows the speech changed the child, because now the dream felt like their own. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 2 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Tears filled Mama's eyes." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

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

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

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

⏱ ~5 min

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

"Now make this thinking your own."

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Mama started to cry.” The meaning (her eyes filled with tears) stays the same.
CHOOSE Tuesday	**B** is best. It keeps the idea (a huge crowd) with new words and a new build. **A** barely changes the words, so it is close to copying. **C** changes the meaning to be about the place, not the size of the crowd.
SAY Wednesday	Sample: “People showed up because they wanted a fair America for all.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “In my mind, I pictured schools that welcomed every child.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The narrator decided to hold on to that dream.” THINK: This shows the speech changed the child, because now the dream felt like their own. 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: “Mama started to cry.” The meaning (her eyes filled with tears) stays the same. CHOOSE, B is best. It keeps the idea (a huge crowd) with new words and a new build. A barely changes the words, so it is close to copying. C changes the meaning to be about the place, not the size of the crowd. SAY, Sample: “People showed up because they wanted a fair America for all.” Same meaning and facts, new words. REBUILD, Sample: “In my mind, I pictured schools that welcomed every child.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “The narrator decided to hold on to that dream.” THINK: This shows the speech changed the child, because now the dream felt like their own. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Mama started to cry.” The meaning (her eyes filled with tears) stays the same. · CHOOSE, B is best. It keeps the idea (a huge crowd) with new words and a new build. A barely changes the words, so it is close to copying. C changes the meaning to be about the place, not the size of the crowd. · SAY, Sample: “People showed up because they wanted a fair America for all.” Same meaning and facts, new words. · REBUILD, Sample: “In my mind, I pictured schools that welcomed every child.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “The narrator decided to hold on to that dream.” THINK: This shows the speech changed the child, because now the dream felt like their own. 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.

Tears filled Mama's eyes. She said she wanted that same dream for me.

Which sentence BEST paraphrases this part of the passage?

A Mama cried because she hoped I would have that dream too.

B Mama cried because she was proud I had finished school.

C Mama was sad that the dream was only for grown, ups.

D Mama had tears in her eyes.

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: Tears filled Mama's eyes. She said she wanted that same dream for me."

"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 Mama cried because she hoped I would have that dream too.

WHY THIS IS CORRECT

A keeps both ideas (Mama cried, and she wanted the dream for the child) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds a reason the passage never gives (finishing school). C changes the meaning (she was hopeful, not sad, and the dream was for everyone). D leaves out why she cried, 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, Mama cried because she hoped I would have that dream too. A keeps both ideas (Mama cried, and she wanted the dream for the child) with new words. That is a true paraphrase."

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

"B adds a reason the passage never gives (finishing school). C changes the meaning (she was hopeful, not sad, and the dream was for everyone). D leaves out why she cried, so it is not complete."

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

ANSWER KEY: A, Mama cried because she hoped I would have that dream too

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.

"He wanted us to consider what we could give."

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

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

~2 min

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

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

"Read this with me: 'He wanted us to consider what we could give.'"

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

ANSWER KEY: Sample: "He wanted us to think about what we could offer to others." Same meaning, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "He wanted us to think about what we could offer to others." 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: "President Kennedy wanted Americans to think about serving others."
A. President Kennedy wanted Americans to think about helping other people.
B. President Kennedy wanted Americans to serve him.
C. President Kennedy served other people.

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: 'President Kennedy wanted Americans to think about serving others.' A. President Kennedy wanted Americans to think about helping other people. B. President Kennedy wanted Americans to serve him. C. President Kennedy served other people."

▸ *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 (think about serving others) with new words. B changes the meaning (serve him, not others). C drops the key idea that Kennedy wanted Americans to think about it.

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (think about serving others) with new words. B changes the meaning (serve him, not others). C drops the key idea that Kennedy wanted Americans to think about it.

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.

"Service begins whenever you notice someone who needs help and decide to do something."

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: 'Service begins whenever you notice someone who needs help and decide to do something.'"

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

ANSWER KEY: Sample: "Service starts the moment you see a person who needs help and choose to act." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Service starts the moment you see a person who needs help and choose to act." 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: "Young Americans volunteered to travel to other countries to work with communities."

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: 'Young Americans volunteered to travel to other countries to work with communities.'*

▸ *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: "Young Americans chose to go to other countries and work beside local communities." The words and order change, but the facts stay.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Young Americans chose to go to other countries and work beside local communities." 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.

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): "A better world begins when we ask, What can I give?"

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): 'A better world begins when we ask, What can I give?'*

▸ *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: "A better world starts when we ask what we can give." THINK: This shows the passage's main idea, that giving matters more than getting. 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: "A better world starts when we ask what we can give." THINK: This shows the passage's main idea, that giving matters more than getting. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 3 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "He wanted us to consider what we could give." 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

MEANING Monday	Sample: “He wanted us to think about what we could offer to others.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (think about serving others) with new words. **B** changes the meaning (serve him, not others). **C** drops the key idea that Kennedy wanted Americans to think about it.
SAY Wednesday	Sample: “Service starts the moment you see a person who needs help and choose to act.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Young Americans chose to go to other countries and work beside local communities.” The words and order change, but the facts stay.
APPLY Friday	TAP paraphrase: “A better world starts when we ask what we can give.” THINK: This shows the passage’s main idea, that giving matters more than getting. The paraphrase is the evidence, not the explanation.

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

~3 min

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

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

▸ *Walk through the answers and have students self-check: MEANING, Sample: “He wanted us to think about what we could offer to others.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (think about serving others) with new words. B changes the meaning (serve him, not others). C drops the key idea that Kennedy wanted Americans to think about it. SAY, Sample: “Service starts the moment you see a person who needs help and choose to act.” Same meaning and facts, new words. REBUILD, Sample: “Young Americans chose to go to other countries and work beside local communities.” The words and order change, but the facts stay. APPLY, TAP paraphrase: “A better world starts when we ask what we can give.” THINK: This shows the passage’s main idea, that giving matters more than getting. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “He wanted us to think about what we could offer to others.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (think about serving others) with new words. B changes the meaning (serve him, not others). C drops the key idea that Kennedy wanted Americans to think about it. · SAY, Sample: “Service starts the moment you see a person who needs help and choose to act.” Same meaning and facts, new words. · REBUILD, Sample: “Young Americans chose to go to other countries and work beside local communities.” The words and order change, but the facts stay. · APPLY, TAP paraphrase: “A better world starts when we ask what we can give.” THINK: This shows the passage’s main idea, that giving matters more than getting. 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.

Kennedy did not want people only asking what they could receive. He wanted them to consider what they could give.

Which sentence BEST paraphrases this part of the passage?

A Kennedy wanted people to focus on giving to others, not just on getting things for themselves.

B Kennedy wanted people to give money to the government.

C Kennedy wanted people to receive as much as they could.

D Kennedy talked about giving.

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: Kennedy did not want people only asking what they could receive. He wanted them to consider what they could give."

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

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

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 3 of 36

Slide 10 of 10

Correct answer: A Kennedy wanted people to focus on giving to others, not just on getting things for themselves.

WHY THIS IS CORRECT

A keeps both ideas (not just receiving, but giving) and their order, with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (giving money to the government). C changes the meaning to the opposite (receiving). D leaves out the contrast with receiving, 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, Kennedy wanted people to focus on giving to others, not just on getting things for themselves. A keeps both ideas (not just receiving, but giving) and their order, with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (giving money to the government). C changes the meaning to the opposite (receiving). D leaves out the contrast with receiving, so it is not complete."

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

ANSWER KEY: A, Kennedy wanted people to focus on giving to others, not just on getting things for themselves

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.

"I switched off my recorder."

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: 'I switched off my recorder.'"

▸ *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: "I turned my recorder off." Same meaning, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "I turned my recorder off." 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: "Those were exciting days."
A. That was an exciting time.
B. Those were busy days.
C. Those days were long ago.

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: 'Those were exciting days.' A. That was an exciting time. B. Those were busy days. C. Those days were long ago."

▸ *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 days were exciting) with new words. B changes the meaning (busy is not the same as exciting). C changes the meaning to be about time (long ago), not excitement.

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (the days were exciting) with new words. B changes the meaning (busy is not the same as exciting). C changes the meaning to be about time (long ago), not excitement.

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.

"For my school project, I was interviewing him about the years he worked in President Kennedy's administration."

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: 'For my school project, I was interviewing him about the years he worked in President Kennedy's administration.'"

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

ANSWER KEY: Sample: "For my school project, I asked him about his years working in Kennedy's administration." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "For my school project, I asked him about his years working in Kennedy's administration." 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: "Serving our country can also mean serving people."

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: 'Serving our country can also mean serving people.'*

▸ *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: "Serving your country can also mean helping people." The words change, but the meaning and the facts stay.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Serving your country can also mean helping people." 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): "Service begins whenever you notice someone who needs help and decide to do something."

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): 'Service begins whenever you notice someone who needs help and decide to do something.'*

▸ *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: "Service starts when you notice someone who needs help and choose to act." THINK: This shows that even kids can serve, because service is a choice anyone can make. 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: "Service starts when you notice someone who needs help and choose to act." THINK: This shows that even kids can serve, because service is a choice anyone can make. 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: "I switched off my recorder." 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

MEANING Monday	Sample: “I turned my recorder off.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (the days were exciting) with new words. **B** changes the meaning (busy is not the same as exciting). **C** changes the meaning to be about time (long ago), not excitement.
SAY Wednesday	Sample: “For my school project, I asked him about his years working in Kennedy’s administration.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Serving your country can also mean helping people.” The words change, but the meaning and the facts stay.
APPLY Friday	TAP paraphrase: “Service starts when you notice someone who needs help and choose to act.” THINK: This shows that even kids can serve, because service is a choice anyone can make. 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: “I turned my recorder off.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (the days were exciting) with new words. B changes the meaning (busy is not the same as exciting). C changes the meaning to be about time (long ago), not excitement. SAY, Sample: “For my school project, I asked him about his years working in Kennedy’s administration.” Same meaning and facts, new words. REBUILD, Sample: “Serving your country can also mean helping people.” The words change, but the meaning and the facts stay. APPLY, TAP paraphrase: “Service starts when you notice someone who needs help and choose to act.” THINK: This shows that even kids can serve, because service is a choice anyone can make. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “I turned my recorder off.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (the days were exciting) with new words. B changes the meaning (busy is not the same as exciting). C changes the meaning to be about time (long ago), not excitement. · SAY, Sample: “For my school project, I asked him about his years working in Kennedy’s administration.” Same meaning and facts, new words. · REBUILD, Sample: “Serving your country can also mean helping people.” The words change, but the meaning and the facts stay. · APPLY, TAP paraphrase: “Service starts when you notice someone who needs help and choose to act.” THINK: This shows that even kids can serve, because service is a choice anyone can make. 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.

Young Americans volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, and friends.

Which sentence BEST paraphrases this part of the passage?

A Young Americans chose to go to other countries and work with local people as teachers and helpers.

B Young Americans were sent overseas to become famous teachers.

C Young Americans traveled to other countries to learn from teachers.

D Young Americans traveled to other countries.

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: Young Americans volunteered to travel to other countries, where they worked alongside communities as teachers, helpers, and friends.”

“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 Young Americans chose to go to other countries and work with local people as teachers and helpers.

WHY THIS IS CORRECT

A keeps the ideas (they chose to go, and they worked with communities as teachers and helpers) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (becoming famous) and changes chose into were sent. C reverses the roles (they were the teachers, not the learners). D leaves out the work they did, so it is not complete.

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

~2 min

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

"Here is the payoff: the best paraphrase is A, Young Americans chose to go to other countries and work with local people as teachers and helpers. A keeps the ideas (they chose to go, and they worked with communities as teachers and helpers) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (becoming famous) and changes chose into were sent. C reverses the roles (they were the teachers, not the learners). D leaves out the work they did, so it is not complete."

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

ANSWER KEY: A, Young Americans chose to go to other countries and work with local people as teachers and helpers

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.

"King John collected heavy taxes and made unfair decisions."

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: 'King John collected heavy taxes and made unfair decisions.'"

▸ *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 king took large taxes and was unfair." Same meaning, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The king took large taxes and was unfair." 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 barons wanted the king to follow rules."
A. The barons wanted the king to obey rules.
B. The nobles wanted the king to follow the rules too.
C. The barons wanted to make the rules.

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

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

~4 min

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

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

"Read these with me: Source: 'The barons wanted the king to follow rules.' A. The barons wanted the king to obey rules. B. The nobles wanted the king to follow the rules too. C. The barons wanted to make the rules."

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

ANSWER KEY: B is best. It keeps the meaning (they wanted the king to follow rules) with new words. A just swaps follow for obey, so it is close to copying. C changes the meaning: they wanted the king to follow rules, not to make them.

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

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, B is best. It keeps the meaning (they wanted the king to follow rules) with new words. A just swaps follow for obey, so it is close to copying. C changes the meaning: they wanted the king to follow rules, not to make them.

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 forced King John to meet them at Runnymede."

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 forced King John to meet them at Runnymede.'"

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

ANSWER KEY: Sample: "They made King John come meet them at Runnymede." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "They made King John come meet them at Runnymede." 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 Magna Carta limited the king's power."

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 Magna Carta limited the king's power.'*

▸ *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 Magna Carta put limits on what the king could do." The words and order change, but the meaning stays.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The Magna Carta put limits on what the king could do." 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): "It said the king had to follow the law, just like everyone else."

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): 'It said the king had to follow the law, just like everyone else.'*

▸ *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 king had to obey the law like everyone else." THINK: This shows the Magna Carta made everyone equal under the law, even the king. The paraphrase is the evidence, not the explanation.

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

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "The king had to obey the law like everyone else." THINK: This shows the Magna Carta made everyone equal under the law, even the king. 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: "King John collected heavy taxes and made unfair decisions." 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.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “The king took large taxes and was unfair.” Same meaning, new words.
CHOOSE Tuesday	**B** is best. It keeps the meaning (they wanted the king to follow rules) with new words. **A** just swaps follow for obey, so it is close to copying. **C** changes the meaning: they wanted the king to follow rules, not to make them.
SAY Wednesday	Sample: “They made King John come meet them at Runnymede.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The Magna Carta put limits on what the king could do.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The king had to obey the law like everyone else.” THINK: This shows the Magna Carta made everyone equal under the law, even the king. 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 king took large taxes and was unfair.” Same meaning, new words. CHOOSE, B is best. It keeps the meaning (they wanted the king to follow rules) with new words. A just swaps follow for obey, so it is close to copying. C changes the meaning: they wanted the king to follow rules, not to make them. SAY, Sample: “They made King John come meet them at Runnymede.” Same meaning and facts, new words. REBUILD, Sample: “The Magna Carta put limits on what the king could do.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “The king had to obey the law like everyone else.” THINK: This shows the Magna Carta made everyone equal under the law, even the king. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The king took large taxes and was unfair.” Same meaning, new words. · CHOOSE, B is best. It keeps the meaning (they wanted the king to follow rules) with new words. A just swaps follow for obey, so it is close to copying. C changes the meaning: they wanted the king to follow rules, not to make them. · SAY, Sample: “They made King John come meet them at Runnymede.” Same meaning and facts, new words. · REBUILD, Sample: “The Magna Carta put limits on what the king could do.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “The king had to obey the law like everyone else.” THINK: This shows the Magna Carta made everyone equal under the law, even the king. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

The Magna Carta protected certain rights. It said that free men could not be punished without a lawful judgment.

Which sentence BEST paraphrases this part of the passage?

A The Magna Carta protected rights, so free men could not be punished unless the law judged them first.

B The Magna Carta protected rights, so no one could ever be punished for anything.

C The Magna Carta let free men be punished without any judgment.

D The Magna Carta protected rights.

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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 Magna Carta protected certain rights. It said that free men could not be punished without a lawful judgment.”

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

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

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 5 of 36

Slide 10 of 10

Correct answer: A The Magna Carta protected rights, so free men could not be punished unless the law judged them first.

WHY THIS IS CORRECT

A keeps both ideas (it protected rights, and free men needed a lawful judgment before punishment) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B changes the meaning (no one could ever be punished). C reverses the meaning (punished before a trial). D leaves out the fair, trial idea, 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 Magna Carta protected rights, so free men could not be punished unless the law judged them first. A keeps both ideas (it protected rights, and free men needed a lawful judgment before punishment) with new words. That is a true paraphrase."

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

"B changes the meaning (no one could ever be punished). C reverses the meaning (punished before a trial). D leaves out the fair, trial idea, so it is not complete."

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

ANSWER KEY: A, The Magna Carta protected rights, so free men could not be punished unless the law judged them first

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

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 barons were unhappy with how the king treated 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: 'The barons were unhappy with how the king treated 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 barons did not like the way the king treated them." Same meaning, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The barons did not like the way the king treated them." 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 believed even the king should not have complete power."
A. They believed the king should have no power at all.
B. They thought the king should not hold all of the power.
C. They believed the king was very powerful.

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 believed even the king should not have complete power.' A. They believed the king should have no power at all. B. They thought the king should not hold all of the power. C. They believed the king was very powerful."

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

ANSWER KEY: B is best. It keeps the meaning (the king should not have all the power) with new words. A changes the meaning (no power at all is not the same as not complete power). C loses the point, that the barons wanted to limit the king.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 4 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, B is best. It keeps the meaning (the king should not have all the power) with new words. A changes the meaning (no power at all is not the same as not complete power). C loses the point, that the barons wanted to limit the king.

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.

"People were tired of unfair treatment and wanted change."

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

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

~4 min

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

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

"Read this with me: 'People were tired of unfair treatment and wanted change.'"

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

ANSWER KEY: Sample: "People had had enough of being treated unfairly and wanted things to change." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 4 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "People had had enough of being treated unfairly and wanted things to change." 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 document protected certain rights of the people."

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 document protected certain rights of the people.'*

▸ *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 Magna Carta kept safe some of the people's rights." The words change, but the meaning and the facts stay.

(7)(D) · Paraphrasing · Sheet 6 of 36 · Grade 4 • Cluster 1 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The Magna Carta kept safe some of the people's rights." 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): "The Magna Carta reminds us that rules should apply to 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): 'The Magna Carta reminds us that rules should apply to 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: "The Magna Carta reminds us that rules are for everyone." THINK: This shows the document still matters today, because fairness never goes out of date. 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 Magna Carta reminds us that rules are for everyone." THINK: This shows the document still matters today, because fairness never goes out of date. 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: "The barons were unhappy with how the king treated 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, 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.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “The barons did not like the way the king treated them.” Same meaning, new words.
CHOOSE Tuesday	**B** is best. It keeps the meaning (the king should not have all the power) with new words. **A** changes the meaning (no power at all is not the same as not complete power). **C** loses the point, that the barons wanted to limit the king.
SAY Wednesday	Sample: “People had had enough of being treated unfairly and wanted things to change.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The Magna Carta kept safe some of the people’s rights.” The words change, but the meaning and the facts stay.
APPLY Friday	TAP paraphrase: “The Magna Carta reminds us that rules are for everyone.” THINK: This shows the document still matters today, because fairness never goes out of date. 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 barons did not like the way the king treated them.” Same meaning, new words. CHOOSE, B is best. It keeps the meaning (the king should not have all the power) with new words. A changes the meaning (no power at all is not the same as not complete power). C loses the point, that the barons wanted to limit the king. SAY, Sample: “People had had enough of being treated unfairly and wanted things to change.” Same meaning and facts, new words. REBUILD, Sample: “The Magna Carta kept safe some of the people’s rights.” The words change, but the meaning and the facts stay. APPLY, TAP paraphrase: “The Magna Carta reminds us that rules are for everyone.” THINK: This shows the document still matters today, because fairness never goes out of date. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The barons did not like the way the king treated them.” Same meaning, new words. · CHOOSE, B is best. It keeps the meaning (the king should not have all the power) with new words. A changes the meaning (no power at all is not the same as not complete power). C loses the point, that the barons wanted to limit the king. · SAY, Sample: “People had had enough of being treated unfairly and wanted things to change.” Same meaning and facts, new words. · REBUILD, Sample: “The Magna Carta kept safe some of the people’s rights.” The words change, but the meaning and the facts stay. · APPLY, TAP paraphrase: “The Magna Carta reminds us that rules are for everyone.” THINK: This shows the document still matters today, because fairness never goes out of date. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

The Magna Carta was important because it limited the king's power. It said the king had to follow the law.

Which sentence BEST paraphrases this part of the passage?

A The Magna Carta mattered because it kept the king's power in check and made him obey the law.

B The Magna Carta mattered because it gave the barons all of the power.

C The Magna Carta gave the king even more power than before.

D The Magna Carta limited the king's power.

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 Magna Carta was important because it limited the king's power. It said the king had to follow the law."

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

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

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 6 of 36

Slide 10 of 10

Correct answer: A The Magna Carta mattered because it kept the king's power in check and made him obey the law.

WHY THIS IS CORRECT

A keeps both ideas (it limited the king's power, and it made him follow the law) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (the barons got all the power). C reverses the meaning (more power). D leaves out the follow, the, law idea, so it is not complete.

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

~2 min

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

"Here is the payoff: the best paraphrase is A, The Magna Carta mattered because it kept the king's power in check and made him obey the law. A keeps both ideas (it limited the king's power, and it made him follow the law) 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 barons got all the power). C reverses the meaning (more power). D leaves out the follow, the, law idea, so it is not complete."

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

ANSWER KEY: A, The Magna Carta mattered because it kept the king's power in check and made him obey the law

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 ideas from the Magna Carta influenced other governments."

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 ideas from the Magna Carta influenced other governments.'"

▸ *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 Magna Carta's ideas shaped other governments." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 7 of 36 · Grade 4 • Cluster 1 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The Magna Carta's ideas shaped other governments." 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: "Leaders in the United States used similar ideas when creating the Constitution."
A. Leaders in the United States used the exact same words in the Constitution.
B. American leaders used ideas like these when they wrote the Constitution.
C. Leaders in the United States created the Constitution.

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: 'Leaders in the United States used similar ideas when creating the Constitution.' A. Leaders in the United States used the exact same words in the Constitution. B. American leaders used ideas like these when they wrote the Constitution. C. Leaders in the United States created the Constitution."

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

ANSWER KEY: B is best. It keeps the meaning (they used similar ideas) with new words. A changes the meaning (similar ideas is not the same as exact words). C leaves out the Magna Carta connection, so it is not complete.

(7)(D) · Paraphrasing · Sheet 7 of 36 · Grade 4 • Cluster 1 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, B is best. It keeps the meaning (they used similar ideas) with new words. A changes the meaning (similar ideas is not the same as exact words). C leaves out the Magna Carta connection, 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 Magna Carta was agreed to and sealed at Runnymede."

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 Magna Carta was agreed to and sealed at Runnymede.'"

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

ANSWER KEY: Sample: "Runnymede was where the Magna Carta was accepted and sealed." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 7 of 36 · Grade 4 • Cluster 1 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Runnymede was where the Magna Carta was accepted and sealed." 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 Constitution limits government power and protects the rights of citizens."

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 Constitution limits government power and protects the rights of citizens.'*

▸ *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 Constitution keeps the government's power in check and guards the rights of citizens." The words and order change, but the meaning stays.

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The Constitution keeps the government's power in check and guards the rights of citizens." 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 document shows that people long ago cared about fairness and justice."

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 document shows that people long ago cared about fairness and justice.'*

▸ *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 Magna Carta shows that people long ago valued fairness and justice." THINK: This shows that the desire for fairness is very old, which is why the document still speaks to us. 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 Magna Carta shows that people long ago valued fairness and justice." THINK: This shows that the desire for fairness is very old, which is why the document still speaks to us. 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 ideas from the Magna Carta influenced other governments." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

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

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

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

⏱ ~5 min

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

"Now make this thinking your own."

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 7 of 36

Slide 8 of 10

MEANING Monday	Sample: “The Magna Carta’s ideas shaped other governments.” Same meaning, new words.
CHOOSE Tuesday	**B** is best. It keeps the meaning (they used similar ideas) with new words. **A** changes the meaning (similar ideas is not the same as exact words). **C** leaves out the Magna Carta connection, so it is not complete.
SAY Wednesday	Sample: “Runnymede was where the Magna Carta was accepted and sealed.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The Constitution keeps the government’s power in check and guards the rights of citizens.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The Magna Carta shows that people long ago valued fairness and justice.” THINK: This shows that the desire for fairness is very old, which is why the document still speaks to us. 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 Magna Carta’s ideas shaped other governments.” Same meaning, new words. CHOOSE, B is best. It keeps the meaning (they used similar ideas) with new words. A changes the meaning (similar ideas is not the same as exact words). C leaves out the Magna Carta connection, so it is not complete. SAY, Sample: “Runnymede was where the Magna Carta was accepted and sealed.” Same meaning and facts, new words. REBUILD, Sample: “The Constitution keeps the government’s power in check and guards the rights of citizens.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “The Magna Carta shows that people long ago valued fairness and justice.” THINK: This shows that the desire for fairness is very old, which is why the document still speaks to us. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The Magna Carta’s ideas shaped other governments.” Same meaning, new words. · CHOOSE, B is best. It keeps the meaning (they used similar ideas) with new words. A changes the meaning (similar ideas is not the same as exact words). C leaves out the Magna Carta connection, so it is not complete. · SAY, Sample: “Runnymede was where the Magna Carta was accepted and sealed.” Same meaning and facts, new words. · REBUILD, Sample: “The Constitution keeps the government’s power in check and guards the rights of citizens.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “The Magna Carta shows that people long ago valued fairness and justice.” THINK: This shows that the desire for fairness is very old, which is why the document still speaks to us. 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

Read this part of the passage.

Hundreds of years later, the ideas from the Magna Carta influenced other governments.

Which sentence BEST paraphrases this part of the passage?

A Many years afterward, other governments were shaped by the Magna Carta's ideas.

B Many years afterward, other governments copied the Magna Carta word for word.

C The Magna Carta stopped other governments from ever forming.

D The Magna Carta had some ideas in it.

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: Hundreds of years later, the ideas from the Magna Carta influenced other governments."

"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 Many years afterward, other governments were shaped by the Magna Carta's ideas.

WHY THIS IS CORRECT

A keeps both ideas (much later, and other governments were influenced) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (copied word for word). C reverses the meaning (stopped governments). D leaves out the influence on other governments, 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, Many years afterward, other governments were shaped by the Magna Carta's ideas. A keeps both ideas (much later, and other governments were influenced) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (copied word for word). C reverses the meaning (stopped governments). D leaves out the influence on other governments, so it is not complete."

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

ANSWER KEY: A, Many years afterward, other governments were shaped by the Magna Carta's ideas

(7)(D) · Paraphrasing · Sheet 7 of 36 · Grade 4 • 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.

"Even today, the Magna Carta reminds us that rules should apply to everyone."

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 today, the Magna Carta reminds us that rules should apply to everyone.'"

▸ *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 Magna Carta still reminds us that rules are for everyone." Same meaning, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The Magna Carta still reminds us that rules are for 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 were tired of unfair treatment and wanted change."
A. People were tired of being treated unfairly and wanted a change.
B. Unfair treatment made people want things to be different.
C. People were tired.

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 were tired of unfair treatment and wanted change.' A. People were tired of being treated unfairly and wanted a change. B. Unfair treatment made people want things to be different. C. People were tired."

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

ANSWER KEY: B is best. It rebuilds the sentence and keeps the meaning. A barely changes the words, so it is close to copying. C drops the main idea (why they wanted change), so it is not complete.

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

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, B is best. It rebuilds the sentence and keeps the meaning. A barely changes the words, so it is close to copying. C drops the main idea (why they wanted change), 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.

"King John ruled England, and many people were unhappy with him."

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: 'King John ruled England, and many people were unhappy with him.'"

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

ANSWER KEY: Sample: "King John was the ruler of England, and many people did not like him." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "King John was the ruler of England, and many people did not like him." 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 Magna Carta protected the rights of the people."

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 Magna Carta protected the rights of the people.'*

▸ *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 Magna Carta kept the people's rights safe." The words change, but the meaning and the facts stay.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The Magna Carta kept the people's rights safe." 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): "Rules should apply to everyone, and people deserve to be treated fairly."

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): 'Rules should apply to everyone, and people deserve to be treated fairly.'*

▸ *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: "Rules are for everyone, and people deserve fair treatment." THINK: This shows the lasting lesson of the Magna Carta, that fairness applies to all. The paraphrase is the evidence, not the explanation.

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

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Rules are for everyone, and people deserve fair treatment." THINK: This shows the lasting lesson of the Magna Carta, that fairness applies to all. 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: "Even today, the Magna Carta reminds us that rules should apply to everyone." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

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

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 8 of 36, and complete the (7)(D) row.**

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

~5 min

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

"Now make this thinking your own."

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 8 of 36

Slide 8 of 10

MEANING Monday	Sample: “The Magna Carta still reminds us that rules are for everyone.” Same meaning, new words.
CHOOSE Tuesday	**B** is best. It rebuilds the sentence and keeps the meaning. **A** barely changes the words, so it is close to copying. **C** drops the main idea (why they wanted change), so it is not complete.
SAY Wednesday	Sample: “King John was the ruler of England, and many people did not like him.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The Magna Carta kept the people’s rights safe.” The words change, but the meaning and the facts stay.
APPLY Friday	TAP paraphrase: “Rules are for everyone, and people deserve fair treatment.” THINK: This shows the lasting lesson of the Magna Carta, that fairness applies to all. 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 Magna Carta still reminds us that rules are for everyone.” Same meaning, new words. CHOOSE, B is best. It rebuilds the sentence and keeps the meaning. A barely changes the words, so it is close to copying. C drops the main idea (why they wanted change), so it is not complete. SAY, Sample: “King John was the ruler of England, and many people did not like him.” Same meaning and facts, new words. REBUILD, Sample: “The Magna Carta kept the people’s rights safe.” The words change, but the meaning and the facts stay. APPLY, TAP paraphrase: “Rules are for everyone, and people deserve fair treatment.” THINK: This shows the lasting lesson of the Magna Carta, that fairness applies to all. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The Magna Carta still reminds us that rules are for everyone.” Same meaning, new words. · CHOOSE, B is best. It rebuilds the sentence and keeps the meaning. A barely changes the words, so it is close to copying. C drops the main idea (why they wanted change), so it is not complete. · SAY, Sample: “King John was the ruler of England, and many people did not like him.” Same meaning and facts, new words. · REBUILD, Sample: “The Magna Carta kept the people’s rights safe.” The words change, but the meaning and the facts stay. · APPLY, TAP paraphrase: “Rules are for everyone, and people deserve fair treatment.” THINK: This shows the lasting lesson of the Magna Carta, that fairness applies to all. The paraphrase is the evidence, not the explanation.

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

Slide 9 of 10

Read this part of the passage.

The barons forced King John to meet them at Runnymede. There, the Magna Carta was agreed to and sealed.

Which sentence BEST paraphrases this part of the passage?

A The barons made King John come to Runnymede, where the Magna Carta was accepted and sealed.

B The barons made King John come to Runnymede, and then the barons became kings.

C King John asked the barons to meet him at Runnymede.

D The Magna Carta was sealed.

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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 barons forced King John to meet them at Runnymede. There, the Magna Carta was agreed to and sealed."

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

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

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 8 of 36

Slide 10 of 10

Correct answer: A The barons made King John come to Runnymede, where the Magna Carta was accepted and sealed.

WHY THIS IS CORRECT

A keeps both ideas (the barons made the king come, and the document was written and signed there) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (the barons became kings). C reverses who forced whom. D leaves out that the barons forced the meeting, 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 barons made King John come to Runnymede, where the Magna Carta was accepted and sealed. A keeps both ideas (the barons made the king come, and the document was written and signed there) 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 barons became kings). C reverses who forced whom. D leaves out that the barons forced the meeting, so it is not complete."

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

ANSWER KEY: A, The barons made King John come to Runnymede, where the Magna Carta was accepted and sealed

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)

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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."

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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.

"Renewable resources can be replaced over time and used again."

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: 'Renewable resources can be replaced over time and used again.'"

▸ *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: "Renewable resources can be made new again and reused." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 4 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Renewable resources can be made new again and reused." 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 sun provides energy each day, and wind can be used to generate electricity."
A. The sun gives energy every day, and wind can make electricity.
B. The sun and the wind are the only sources of energy.
C. The sun provides energy each day.

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

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

~4 min

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

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

"Read these with me: Source: 'The sun provides energy each day, and wind can be used to generate electricity.' A. The sun gives energy every day, and wind can make electricity. B. The sun and the wind are the only sources of energy. C. The sun provides energy each day."

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

ANSWER KEY: A is best. It keeps both ideas (the sun gives energy, wind makes electricity) with new words. B adds the word only, which the sentence never says. C leaves out the wind, 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 (the sun gives energy, wind makes electricity) with new words. B adds the word only, which the sentence never says. C leaves out the wind, 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.

"Renewable resources do not run out easily and often cause less damage to the environment."

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: 'Renewable resources do not run out easily and often cause less damage to the environment.'"

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

ANSWER KEY: Sample: "Renewable resources are hard to use up, and they usually harm the environment less." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 4 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Renewable resources are hard to use up, and they usually harm the environment less." 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: "Nonrenewable resources include coal, oil, and natural gas."

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: 'Nonrenewable resources include coal, oil, and natural gas.'*

▸ *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: "Coal, oil, and natural gas are all nonrenewable resources." The words and order change, but the facts stay.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 4 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Coal, oil, and natural gas are all nonrenewable resources." 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.

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): "Understanding the advantages and disadvantages helps build responsibility when making decisions about energy."

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): 'Understanding the advantages and disadvantages helps build responsibility when making decisions about energy.'*

▸ *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: "Knowing the good and bad points helps us make responsible energy choices." THINK: This shows the passage's purpose, to help readers choose wisely. 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: "Knowing the good and bad points helps us make responsible energy choices." THINK: This shows the passage's purpose, to help readers choose wisely. 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: "Renewable resources can be replaced over time and used again." 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: “Renewable resources can be made new again and reused.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps both ideas (the sun gives energy, wind makes electricity) with new words. **B** adds the word only, which the sentence never says. **C** leaves out the wind, so it is not complete.
SAY Wednesday	Sample: “Renewable resources are hard to use up, and they usually harm the environment less.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Coal, oil, and natural gas are all nonrenewable resources.” The words and order change, but the facts stay.
APPLY Friday	TAP paraphrase: “Knowing the good and bad points helps us make responsible energy choices.” THINK: This shows the passage’s purpose, to help readers choose wisely. 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: “Renewable resources can be made new again and reused.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (the sun gives energy, wind makes electricity) with new words. B adds the word only, which the sentence never says. C leaves out the wind, so it is not complete. SAY, Sample: “Renewable resources are hard to use up, and they usually harm the environment less.” Same meaning and facts, new words. REBUILD, Sample: “Coal, oil, and natural gas are all nonrenewable resources.” The words and order change, but the facts stay. APPLY, TAP paraphrase: “Knowing the good and bad points helps us make responsible energy choices.” THINK: This shows the passage’s purpose, to help readers choose wisely. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Renewable resources can be made new again and reused.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (the sun gives energy, wind makes electricity) with new words. B adds the word only, which the sentence never says. C leaves out the wind, so it is not complete. · SAY, Sample: “Renewable resources are hard to use up, and they usually harm the environment less.” Same meaning and facts, new words. · REBUILD, Sample: “Coal, oil, and natural gas are all nonrenewable resources.” The words and order change, but the facts stay. · APPLY, TAP paraphrase: “Knowing the good and bad points helps us make responsible energy choices.” THINK: This shows the passage’s purpose, to help readers choose wisely. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 9 of 36 · Grade 4 • Cluster 2 • Module 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Renewable resources can be replaced over time and used again. Examples include wind, water, and sunlight.

Which sentence BEST paraphrases this part of the passage?

A Renewable resources, such as wind, water, and sunlight, can be renewed and used more than once.

B Renewable resources, such as wind, water, and sunlight, never cause any problems.

C Renewable resources cannot be used again once they are gone.

D There are renewable resources.

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: Renewable resources can be replaced over time and used again. Examples include wind, water, and sunlight."

"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 Renewable resources, such as wind, water, and sunlight, can be renewed and used more than once.

WHY THIS IS CORRECT

A keeps both ideas (they can be replaced and reused, and the examples) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (never any problems). C reverses the meaning (cannot be used again). D leaves out the key point, 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, Renewable resources, such as wind, water, and sunlight, can be renewed and used more than once. A keeps both ideas (they can be replaced and reused, and the examples) 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 any problems). C reverses the meaning (cannot be used again). D leaves out the key point, so it is not complete."

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

ANSWER KEY: A, Renewable resources, such as wind, water, and sunlight, can be renewed and used more than once

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.

"Renewable energy sources are not always available."

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: 'Renewable energy sources are not always available.'"

▸ *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: "You cannot always count on renewable energy." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 4 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "You cannot always count on renewable energy." 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: "Solar energy depends on sunlight, and wind energy depends on weather conditions."
A. Solar energy needs sunlight, and wind energy needs the right weather.
B. Solar energy and wind energy always work no matter what.
C. Solar energy depends on sunlight.

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: 'Solar energy depends on sunlight, and wind energy depends on weather conditions.' A. Solar energy needs sunlight, and wind energy needs the right weather. B. Solar energy and wind energy always work no matter what. C. Solar energy depends on sunlight."

▸ *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 (solar needs sun, wind needs weather) with new words. B changes the meaning to the opposite (always work). C leaves out the wind energy, so it is not complete.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 4 • 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 both ideas (solar needs sun, wind needs weather) with new words. B changes the meaning to the opposite (always work). C leaves out the wind energy, 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.

"Renewable resources do not run out easily."

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: 'Renewable resources do not run out easily.'"

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

ANSWER KEY: Sample: "Renewable resources are hard to use up." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 4 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Renewable resources are hard to use 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: "Nonrenewable resources form deep underground over millions of years."

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: 'Nonrenewable resources form deep underground over millions of years.'*

▸ *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: "Nonrenewable resources take millions of years to form deep underground." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 10 of 36 · Grade 4 • Cluster 2 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Nonrenewable resources take millions of years to form deep underground." 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): "Their use can lead to pollution and environmental damage."

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): 'Their use can lead to pollution and environmental damage.'*

▸ *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: "Using nonrenewable resources can cause pollution and harm the environment." THINK: This shows a real disadvantage of these resources, which readers must weigh. 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: "Using nonrenewable resources can cause pollution and harm the environment." THINK: This shows a real disadvantage of these resources, which readers must weigh. 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: "Renewable energy sources are not always available." 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

MEANING Monday	Sample: “You cannot always count on renewable energy.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps both ideas (solar needs sun, wind needs weather) with new words. **B** changes the meaning to the opposite (always work). **C** leaves out the wind energy, so it is not complete.
SAY Wednesday	Sample: “Renewable resources are hard to use up.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Nonrenewable resources take millions of years to form deep underground.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Using nonrenewable resources can cause pollution and harm the environment.” THINK: This shows a real disadvantage of these resources, which readers must weigh. 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: “You cannot always count on renewable energy.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (solar needs sun, wind needs weather) with new words. B changes the meaning to the opposite (always work). C leaves out the wind energy, so it is not complete. SAY, Sample: “Renewable resources are hard to use up.” Same meaning and facts, new words. REBUILD, Sample: “Nonrenewable resources take millions of years to form deep underground.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Using nonrenewable resources can cause pollution and harm the environment.” THINK: This shows a real disadvantage of these resources, which readers must weigh. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “You cannot always count on renewable energy.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (solar needs sun, wind needs weather) with new words. B changes the meaning to the opposite (always work). C leaves out the wind energy, so it is not complete. · SAY, Sample: “Renewable resources are hard to use up.” Same meaning and facts, new words. · REBUILD, Sample: “Nonrenewable resources take millions of years to form deep underground.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Using nonrenewable resources can cause pollution and harm the environment.” THINK: This shows a real disadvantage of these resources, which readers must weigh. 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.

Renewable energy sources are not always available. Solar energy depends on sunlight, and wind energy depends on the weather.

Which sentence BEST paraphrases this part of the passage?

A You cannot always count on renewable energy, because solar power needs sun and wind power needs the right weather.

B Renewable energy is the cheapest kind of energy to make.

C Renewable energy is always ready to use whenever you want it.

D Renewable energy needs sunlight.

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: Renewable energy sources are not always available. Solar energy depends on sunlight, and wind energy depends on the weather."

"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 You cannot always count on renewable energy, because solar power needs sun and wind power needs the right weather.

WHY THIS IS CORRECT

A keeps both ideas (renewable energy is not always available, 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 (the cheapest). C reverses the meaning (always ready). D leaves out the wind and the weather, 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, You cannot always count on renewable energy, because solar power needs sun and wind power needs the right weather. A keeps both ideas (renewable energy is not always available, 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 (the cheapest). C reverses the meaning (always ready). D leaves out the wind and the weather, so it is not complete."

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

ANSWER KEY: A, You cannot always count on renewable energy, because solar power needs sun and wind power needs the right weather

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.

"Nonrenewable resources provide a large and steady supply of energy."

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: 'Nonrenewable resources provide a large and steady supply of energy.'"

▸ *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: "Nonrenewable resources give a lot of energy in a steady way." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 4 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Nonrenewable resources give a lot of energy in a steady way." 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: "Coal, oil, and natural gas form deep underground over millions of years."
A. Coal, oil, and natural gas take millions of years to form deep underground.
B. Coal, oil, and natural gas form quickly underground.
C. Coal, oil, and natural gas are found underground.

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: 'Coal, oil, and natural gas form deep underground over millions of years.' A. Coal, oil, and natural gas take millions of years to form deep underground. B. Coal, oil, and natural gas form quickly underground. C. Coal, oil, and natural gas are found underground."

▸ *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 take millions of years to form underground) with new words. B changes the meaning to the opposite (quickly). C leaves out the millions of years, so it is not complete.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 4 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (they take millions of years to form underground) with new words. B changes the meaning to the opposite (quickly). C leaves out the millions of years, 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.

"Because they take so long to develop, they cannot be replaced quickly once they are used."

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: 'Because they take so long to develop, they cannot be replaced quickly once they are used.'"

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

ANSWER KEY: Sample: "Since they take so long to form, they cannot be replaced fast after we use them." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 4 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Since they take so long to form, they cannot be replaced fast after we use them." 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: "Nonrenewable resources provide a large and steady supply of energy, which makes them useful."

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: 'Nonrenewable resources provide a large and steady supply of energy, which makes them useful.'*

▸ *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: "Nonrenewable resources are useful because they give a large, steady supply of energy." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 4 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Nonrenewable resources are useful because they give a large, steady supply of energy." 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): "Their use can lead to pollution, and they may eventually be used up."

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): 'Their use can lead to pollution, and they may eventually be used up.'*

▸ *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: "Using them can cause pollution, and one day they may run out." THINK: This shows two disadvantages readers must weigh against the steady supply. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 4 • Cluster 2 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Using them can cause pollution, and one day they may run out." THINK: This shows two disadvantages readers must weigh against the steady supply. 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: "Nonrenewable resources provide a large and steady supply of energy." 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

SHEET 11 of 36

Slide 8 of 10

MEANING — Monday

Sample: “Nonrenewable resources give a lot of energy in a steady way.” Same meaning, new words.

CHOOSE — Tuesday

A is best. It keeps the meaning (they take millions of years to form underground) with new words. **B** changes the meaning to the opposite (quickly). **C** leaves out the millions of years, so it is not complete.

SAY — Wednesday

Sample: “Since they take so long to form, they cannot be replaced fast after we use them.” Same meaning and facts, new words.

REBUILD — Thursday

Sample: “Nonrenewable resources are useful because they give a large, steady supply of energy.” The words and order change, but the meaning stays.

APPLY — Friday

TAP paraphrase: “Using them can cause pollution, and one day they may run out.” THINK: This shows two disadvantages readers must weigh against the steady supply. 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: “Nonrenewable resources give a lot of energy in a steady way.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (they take millions of years to form underground) with new words. B changes the meaning to the opposite (quickly). C leaves out the millions of years, so it is not complete. SAY, Sample: “Since they take so long to form, they cannot be replaced fast after we use them.” Same meaning and facts, new words. REBUILD, Sample: “Nonrenewable resources are useful because they give a large, steady supply of energy.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Using them can cause pollution, and one day they may run out.” THINK: This shows two disadvantages readers must weigh against the steady supply. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Nonrenewable resources give a lot of energy in a steady way.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (they take millions of years to form underground) with new words. B changes the meaning to the opposite (quickly). C leaves out the millions of years, so it is not complete. · SAY, Sample: “Since they take so long to form, they cannot be replaced fast after we use them.” Same meaning and facts, new words. · REBUILD, Sample: “Nonrenewable resources are useful because they give a large, steady supply of energy.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Using them can cause pollution, and one day they may run out.” THINK: This shows two disadvantages readers must weigh against the steady supply. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 11 of 36 · Grade 4 • 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Nonrenewable resources provide a large and steady supply of energy, which makes them useful. However, their use can lead to pollution.

Which sentence BEST paraphrases this part of the passage?

A Nonrenewable resources are useful because they give a lot of steady energy, but using them can cause pollution.

B Nonrenewable resources are useful because they will never, ever run out.

C Nonrenewable resources give only a very small amount of energy.

D Nonrenewable resources are useful.

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: Nonrenewable resources provide a large and steady supply of energy, which makes them useful. However, their use can lead to pollution.”

“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 Nonrenewable resources are useful because they give a lot of steady energy, but using them can cause pollution.

WHY THIS IS CORRECT

A keeps both ideas (useful for steady energy, but they cause pollution) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea that is not in this part and is untrue (never run out). C reverses the meaning (very small amount). D leaves out the pollution, 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, Nonrenewable resources are useful because they give a lot of steady energy, but using them can cause pollution. A keeps both ideas (useful for steady energy, but they cause pollution) with new words. That is a true paraphrase."

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

"B adds an idea that is not in this part and is untrue (never run out). C reverses the meaning (very small amount). D leaves out the pollution, so it is not complete."

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

ANSWER KEY: A, Nonrenewable resources are useful because they give a lot of steady energy, but using them can cause pollution

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"

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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.

"Understanding the advantages and disadvantages helps build responsibility."

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: 'Understanding the advantages and disadvantages helps build responsibility.'"

▸ *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: "Knowing the good points and bad points helps you act responsibly." Same meaning, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Knowing the good points and bad points helps you act responsibly." 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: "Because they take so long to develop, they cannot be replaced quickly once they are used."
A. Since they take a long time to form, they cannot be replaced fast after being used.
B. Since they form fast, they can be replaced quickly after being used.
C. They take a long time to develop.

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: 'Because they take so long to develop, they cannot be replaced quickly once they are used.' A. Since they take a long time to form, they cannot be replaced fast after being used. B. Since they form fast, they can be replaced quickly after being used. C. They take a long time to develop."

▸ *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 form slowly, so they cannot be replaced fast) with new words. B changes the meaning to the opposite (form fast). C leaves out the second half, so it is not complete.

(7)(D) · Paraphrasing · Sheet 12 of 36 · Grade 4 • 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 (they form slowly, so they cannot be replaced fast) with new words. B changes the meaning to the opposite (form fast). C leaves out the second half, 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.

"When you turn on lights or travel in a car, you are using energy from natural resources."

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

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

~4 min

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

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

"Read this with me: 'When you turn on lights or travel in a car, you are using energy from natural resources.'"

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

ANSWER KEY: Sample: "Turning on a light or riding in a car uses energy that comes from natural resources." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Turning on a light or riding in a car uses energy that comes from natural resources." 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: "Renewable resources do not run out easily and often cause less damage to the environment."

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: 'Renewable resources do not run out easily and often cause less damage to the environment.'*

▸ *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: "Renewable resources are hard to use up and usually harm the environment less." The words and order change, but the meaning stays.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Renewable resources are hard to use up and usually harm the environment less." 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): "Nonrenewable resources are limited and may eventually be used up."

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): 'Nonrenewable resources are limited and may eventually be used up.'*

▸ *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: "There is only so much of the nonrenewable resources, and someday they could run out." THINK: This shows why we must use these resources carefully. The paraphrase is the evidence, not the explanation.

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

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "There is only so much of the nonrenewable resources, and someday they could run out." THINK: This shows why we must use these resources carefully. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 12 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Understanding the advantages and disadvantages helps build responsibility." 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: “Knowing the good points and bad points helps you act responsibly.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (they form slowly, so they cannot be replaced fast) with new words. **B** changes the meaning to the opposite (form fast). **C** leaves out the second half, so it is not complete.
SAY Wednesday	Sample: “Turning on a light or riding in a car uses energy that comes from natural resources.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Renewable resources are hard to use up and usually harm the environment less.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “There is only so much of the nonrenewable resources, and someday they could run out.” THINK: This shows why we must use these resources carefully. 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: “Knowing the good points and bad points helps you act responsibly.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (they form slowly, so they cannot be replaced fast) with new words. B changes the meaning to the opposite (form fast). C leaves out the second half, so it is not complete. SAY, Sample: “Turning on a light or riding in a car uses energy that comes from natural resources.” Same meaning and facts, new words. REBUILD, Sample: “Renewable resources are hard to use up and usually harm the environment less.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “There is only so much of the nonrenewable resources, and someday they could run out.” THINK: This shows why we must use these resources carefully. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Knowing the good points and bad points helps you act responsibly.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (they form slowly, so they cannot be replaced fast) with new words. B changes the meaning to the opposite (form fast). C leaves out the second half, so it is not complete. · SAY, Sample: “Turning on a light or riding in a car uses energy that comes from natural resources.” Same meaning and facts, new words. · REBUILD, Sample: “Renewable resources are hard to use up and usually harm the environment less.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “There is only so much of the nonrenewable resources, and someday they could run out.” THINK: This shows why we must use these resources carefully. The paraphrase is the evidence, not the explanation.

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

Slide 9 of 10

Read this part of the passage.

Nonrenewable resources are limited and may eventually be used up.

Which sentence BEST paraphrases this part of the passage?

A There is only so much of the nonrenewable resources, and one day they could run out.

B Nonrenewable resources are bad and should never be used by anyone.

C Nonrenewable resources will last forever and never run out.

D Nonrenewable resources are limited.

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: Nonrenewable resources are limited and may eventually be used up."

"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 4 • 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

SHEET 12 of 36

Slide 10 of 10

Correct answer: A There is only so much of the nonrenewable resources, and one day they could run out.

WHY THIS IS CORRECT

A keeps both ideas (they are limited, and they may run out) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an opinion the passage never states (they are bad). C reverses the meaning (last forever). D leaves out that they may be used up, 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, There is only so much of the nonrenewable resources, and one day they could run out. A keeps both ideas (they are limited, and they may run out) with new words. That is a true paraphrase."

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

"B adds an opinion the passage never states (they are bad). C reverses the meaning (last forever). D leaves out that they may be used up, so it is not complete."

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

ANSWER KEY: A, There is only so much of the nonrenewable resources, and one day they could run out

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.

"Once part of Mexico long ago, Texas now stood alone, unsure where to go."

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: 'Once part of Mexico long ago, Texas now stood alone, unsure where to go.'"

▸ *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: "Texas used to belong to Mexico, and now it was on its own and unsure what to do." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 4 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Texas used to belong to Mexico, and now it was on its own and unsure 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: "In 1845, Texas joined the United States."
A. In 1845, Texas became part of the United States.
B. In 1845, Texas left the United States.
C. In 1845, Texas thought about joining the United States.

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: 'In 1845, Texas joined the United States.' A. In 1845, Texas became part of the United States. B. In 1845, Texas left the United States. C. In 1845, Texas thought about joining the United States."

▸ *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 (Texas became part of the U.S. in 1845) with new words. B changes the meaning to the opposite (left). C changes did into only thought about.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 4 • 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 (Texas became part of the U.S. in 1845) with new words. B changes the meaning to the opposite (left). C changes did into only thought about.

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.

"Leaders talked day and night about joining the U.S. and what was right."

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: 'Leaders talked day and night about joining the U.S. and what was right.'"

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

ANSWER KEY: Sample: "Day and night, the leaders discussed joining the United States and what would be right." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 4 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Day and night, the leaders discussed joining the United States and what would be right." 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: "The war came to an end at last, but its effects were strong and vast."

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 war came to an end at last, but its effects were strong and vast.'*

▸ *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 war finally ended, but it left strong and wide effects." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 4 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The war finally ended, but it left strong and wide effects." 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): "Its story still helps people see how choices reshape history."

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): 'Its story still helps people see how choices reshape history.'*

▸ *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 story of Texas still shows people how choices can change history." THINK: This shows the poem's big idea, that decisions shape the future. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 4 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "The story of Texas still shows people how choices can change history." THINK: This shows the poem's big idea, that decisions shape the future. 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: "Once part of Mexico long ago, Texas now stood alone, unsure where to go." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

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

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 13 of 36, and complete the (7)(D) row.**

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

~5 min

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

"Now make this thinking your own."

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

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

(7)(D) · Paraphrasing · Sheet 13 of 36 · Grade 4 • Cluster 3 • Module 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Texas used to belong to Mexico, and now it was on its own and unsure what to do.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (Texas became part of the U.S. in 1845) with new words. **B** changes the meaning to the opposite (left). **C** changes did into only thought about.
SAY Wednesday	Sample: “Day and night, the leaders discussed joining the United States and what would be right.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The war finally ended, but it left strong and wide effects.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The story of Texas still shows people how choices can change history.” THINK: This shows the poem’s big idea, that decisions shape the future. 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: “Texas used to belong to Mexico, and now it was on its own and unsure what to do.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (Texas became part of the U.S. in 1845) with new words. B changes the meaning to the opposite (left). C changes did into only thought about. SAY, Sample: “Day and night, the leaders discussed joining the United States and what would be right.” Same meaning and facts, new words. REBUILD, Sample: “The war finally ended, but it left strong and wide effects.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “The story of Texas still shows people how choices can change history.” THINK: This shows the poem’s big idea, that decisions shape the future. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Texas used to belong to Mexico, and now it was on its own and unsure what to do.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (Texas became part of the U.S. in 1845) with new words. B changes the meaning to the opposite (left). C changes did into only thought about. · SAY, Sample: “Day and night, the leaders discussed joining the United States and what would be right.” Same meaning and facts, new words. · REBUILD, Sample: “The war finally ended, but it left strong and wide effects.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “The story of Texas still shows people how choices can change history.” THINK: This shows the poem’s big idea, that decisions shape the future. 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.

Texas joined the U.S. in 1845. But Mexico did not agree, and anger grew. Soon a war began.

Which sentence BEST paraphrases this part of the passage?

A After Texas joined the United States in 1845, Mexico was angry, and a war began.

B After Texas joined the United States in 1845, Texas quickly lost the war.

C Mexico was happy that Texas joined the United States.

D Texas joined the United States.

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: Texas joined the U.S. in 1845. But Mexico did not agree, and anger grew. Soon a war began."

"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 4 • 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 After Texas joined the United States in 1845, Mexico was angry, and a war began.

WHY THIS IS CORRECT

A keeps all three ideas (Texas joined in 1845, Mexico was angry, a war began) in order, with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (Texas lost). C reverses the meaning (Mexico was happy). D leaves out Mexico's anger and the war, 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 Texas joined the United States in 1845, Mexico was angry, and a war began. A keeps all three ideas (Texas joined in 1845, Mexico was angry, a war began) in order, with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (Texas lost). C reverses the meaning (Mexico was happy). D leaves out Mexico's anger and the war, so it is not complete."

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

ANSWER KEY: A, After Texas joined the United States in 1845, Mexico was angry, and a war began

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 U.S. gained land across the West, changing the map."

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 U.S. gained land across the West, changing the map.'"

▸ *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 United States got new land in the West, and that changed the map." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 4 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The United States got new land in the West, and that changed the map." 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: "Leaders talked both day and night about joining the U.S."
A. Leaders discussed joining the United States all day and all night.
B. Leaders talked about leaving the United States.
C. Leaders talked day and night.

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: 'Leaders talked both day and night about joining the U.S.' A. Leaders discussed joining the United States all day and all night. B. Leaders talked about leaving the United States. C. Leaders talked day and night."

▸ *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 (leaders discussed joining the U.S. around the clock) with new words. B changes joining to leaving. C drops what they talked about, so it is not complete.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 4 • 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 (leaders discussed joining the U.S. around the clock) with new words. B changes joining to leaving. C drops what they talked about, 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.

"For Texas, the choice had shaped its way, a state in the U.S. from that day."

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: 'For Texas, the choice had shaped its way, a state in the U.S. from that day.'"

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

ANSWER KEY: Sample: "The choice shaped Texas, and from that day it was a state in the United States." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 4 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "The choice shaped Texas, and from that day it was a state in the United States." 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: "Its story still helps people see how choices reshape history."

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: 'Its story still helps people see how choices reshape history.'*

▸ *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: "Its story still shows people how choices can reshape history." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 4 • Cluster 3 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Its story still shows people how choices can reshape history." 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 war came to an end at last, but its effects were strong and vast."

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 war came to an end at last, but its effects were strong and vast.'*

▸ *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 war finally ended, but its effects were strong and wide." THINK: This shows that the war mattered long after it was over. 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 war finally ended, but its effects were strong and wide." THINK: This shows that the war mattered long after it was over. 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: "The U.S. gained land across the West, changing the map." 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: “The United States got new land in the West, and that changed the map.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (leaders discussed joining the U.S. around the clock) with new words. **B** changes joining to leaving. **C** drops what they talked about, so it is not complete.
SAY Wednesday	Sample: “The choice shaped Texas, and from that day it was a state in the United States.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Its story still shows people how choices can reshape history.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The war finally ended, but its effects were strong and wide.” THINK: This shows that the war mattered long after it was over. 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 United States got new land in the West, and that changed the map.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (leaders discussed joining the U.S. around the clock) with new words. B changes joining to leaving. C drops what they talked about, so it is not complete. SAY, Sample: “The choice shaped Texas, and from that day it was a state in the United States.” Same meaning and facts, new words. REBUILD, Sample: “Its story still shows people how choices can reshape history.” The words change, but the meaning stays. APPLY, TAP paraphrase: “The war finally ended, but its effects were strong and wide.” THINK: This shows that the war mattered long after it was over. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The United States got new land in the West, and that changed the map.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (leaders discussed joining the U.S. around the clock) with new words. B changes joining to leaving. C drops what they talked about, so it is not complete. · SAY, Sample: “The choice shaped Texas, and from that day it was a state in the United States.” Same meaning and facts, new words. · REBUILD, Sample: “Its story still shows people how choices can reshape history.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “The war finally ended, but its effects were strong and wide.” THINK: This shows that the war mattered long after it was over. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 14 of 36 · Grade 4 • 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 war came to an end at last, but its effects were strong and vast. The U.S. gained land across the West.

Which sentence BEST paraphrases this part of the passage?

A When the war finally ended, it had big effects, and the United States gained land in the West.

B When the war finally ended, the United States gave its land back to Mexico.

C The war ended and had no real effects on anyone.

D The war ended at last.

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 war came to an end at last, but its effects were strong and vast. The U.S. gained land across the West."

"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 14 of 36

Slide 10 of 10

Correct answer: A When the war finally ended, it had big effects, and the United States gained land in the West.

WHY THIS IS CORRECT

A keeps both ideas (the war ended with strong effects, and the U.S. gained western land) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (gave land back). C reverses the meaning (no effects). D leaves out the effects and the land, 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 war finally ended, it had big effects, and the United States gained land in the West. A keeps both ideas (the war ended with strong effects, and the U.S. gained western 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 (gave land back). C reverses the meaning (no effects). D leaves out the effects and the land, so it is not complete."

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

ANSWER KEY: A, When the war finally ended, it had big effects, and the United States gained land in the West

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.

"Leaders talked both day and night about joining the U.S. and what was right."

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

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

~2 min

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

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

"Read this with me: 'Leaders talked both day and night about joining the U.S. and what was right.'"

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

ANSWER KEY: Sample: "Day and night, leaders discussed joining the United States and what would be right." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 4 • Cluster 3 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Day and night, leaders discussed joining the United States and what would be right." Same meaning, new words.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell, 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: "Soon a war began to rise, with soldiers marching."
A. Before long, a war started, and soldiers began to march.
B. Before long, the leaders themselves became soldiers.
C. A war began.

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: 'Soon a war began to rise, with soldiers marching.' A. Before long, a war started, and soldiers began to march. B. Before long, the leaders themselves became soldiers. C. A war began."

▸ *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 war started, soldiers marched) with new words. B adds an idea the poem never states (the leaders became soldiers). C drops the soldiers, so it is not complete.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 4 • 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 (a war started, soldiers marched) with new words. B adds an idea the poem never states (the leaders became soldiers). C drops the soldiers, 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.

"Once part of Mexico long ago, Texas now stood alone."

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: 'Once part of Mexico long ago, Texas now stood alone.'"

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

ANSWER KEY: Sample: "Texas, once a part of Mexico, was now on its own." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 4 • Cluster 3 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Texas, once a part of Mexico, was now on its 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: "The U.S. gained land across the West, changing the map."

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 U.S. gained land across the West, changing the map.'*

▸ *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 United States gained land in the West, and the map changed." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 4 • Cluster 3 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The United States gained land in the West, and the map changed." 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): "For Texas, the choice had shaped its way, a state in the U.S. from that day."

I CAN I can paraphrase evidence and explain it.

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

~5 min

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

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

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'For Texas, the choice had shaped its way, a state in the U.S. from that day.'*

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

ANSWER KEY: TAP paraphrase: "The choice shaped Texas, and from that day it was a U.S. state." THINK: This shows that the decision to join the U.S. set Texas on its path. 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 choice shaped Texas, and from that day it was a U.S. state." THINK: This shows that the decision to join the U.S. set Texas on its path. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 15 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "Leaders talked both day and night about joining the U.S. and what was right." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

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

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 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.

(7)(D) · Paraphrasing · Sheet 15 of 36 · Grade 4 • Cluster 3 • Module 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Day and night, leaders discussed joining the United States and what would be right.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (a war started, soldiers marched) with new words. **B** adds an idea the poem never states (the leaders became soldiers). **C** drops the soldiers, so it is not complete.
SAY Wednesday	Sample: “Texas, once a part of Mexico, was now on its own.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “The United States gained land in the West, and the map changed.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The choice shaped Texas, and from that day it was a U.S. state.” THINK: This shows that the decision to join the U.S. set Texas on its path. 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: “Day and night, leaders discussed joining the United States and what would be right.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (a war started, soldiers marched) with new words. B adds an idea the poem never states (the leaders became soldiers). C drops the soldiers, so it is not complete. SAY, Sample: “Texas, once a part of Mexico, was now on its own.” Same meaning and facts, new words. REBUILD, Sample: “The United States gained land in the West, and the map changed.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “The choice shaped Texas, and from that day it was a U.S. state.” THINK: This shows that the decision to join the U.S. set Texas on its path. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Day and night, leaders discussed joining the United States and what would be right.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (a war started, soldiers marched) with new words. B adds an idea the poem never states (the leaders became soldiers). C drops the soldiers, so it is not complete. · SAY, Sample: “Texas, once a part of Mexico, was now on its own.” Same meaning and facts, new words. · REBUILD, Sample: “The United States gained land in the West, and the map changed.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “The choice shaped Texas, and from that day it was a U.S. state.” THINK: This shows that the decision to join the U.S. set Texas on its path. 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.

For Texas, the choice had shaped its way. Its story still helps people see how choices reshape history.

Which sentence BEST paraphrases this part of the passage?

A The choice shaped Texas, and its story still shows people how choices can change history.

B The choice shaped Texas, and later Texas left the country once more.

C The choice did not really matter to Texas at all.

D Texas made a choice.

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

~3 min

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

"Here is a question shaped just like the ones on a real test. Read this part of the passage: For Texas, the choice had shaped its way. Its story still helps people see how choices reshape history."

"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 The choice shaped Texas, and its story still shows people how choices can change history.

WHY THIS IS CORRECT

A keeps both ideas (the choice shaped Texas, and its story teaches about choices) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (Texas left again). C reverses the meaning (did not matter). D leaves out how the story teaches about choices, 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 choice shaped Texas, and its story still shows people how choices can change history. A keeps both ideas (the choice shaped Texas, and its story teaches about choices) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (Texas left again). C reverses the meaning (did not matter). D leaves out how the story teaches about choices, so it is not complete."

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

ANSWER KEY: A, The choice shaped Texas, and its story still shows people how choices can change history

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.

"Its story still helps people see how choices reshape history."

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: 'Its story still helps people see how choices reshape history.'"

▸ *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 story of Texas still shows people how choices can change history." Same meaning, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The story of Texas still shows people how choices can change history." 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 U.S. gained land across the West, changing the map."
A. The United States got new land in the West, and the map changed.
B. The United States lost land in the West.
C. The map changed.

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 U.S. gained land across the West, changing the map.' A. The United States got new land in the West, and the map changed. B. The United States lost land in the West. C. The map changed."

▸ *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 U.S. gained western land, the map changed) with new words. B changes the meaning to the opposite (lost land). C drops the new land, so it is not complete.

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 4 • 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 (the U.S. gained western land, the map changed) with new words. B changes the meaning to the opposite (lost land). C drops the new land, 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 1845, a change was made, and Texas joined the U.S."

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 1845, a change was made, and Texas joined the U.S.'"

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

ANSWER KEY: Sample: "In 1845, a change happened, and Texas became part of the United States." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "In 1845, a change happened, and Texas became part of the United States." 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: "But Mexico did not agree, and anger grew."

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: 'But Mexico did not agree, and anger grew.'*

▸ *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: "Mexico did not agree, and its anger grew." The words change, but the meaning and the facts stay.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Mexico did not agree, and its anger grew." 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): "Its story still helps people see how choices reshape history."

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): 'Its story still helps people see how choices reshape history.'*

▸ *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 story of Texas still shows how choices can reshape history." THINK: This shows the poem wants readers to value the choices that shape the future. The paraphrase is the evidence, not the explanation.

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

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "The story of Texas still shows how choices can reshape history." THINK: This shows the poem wants readers to value the choices that shape the future. 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: "Its story still helps people see how choices reshape history." 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

MEANING Monday	Sample: “The story of Texas still shows people how choices can change history.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps both ideas (the U.S. gained western land, the map changed) with new words. **B** changes the meaning to the opposite (lost land). **C** drops the new land, so it is not complete.
SAY Wednesday	Sample: “In 1845, a change happened, and Texas became part of the United States.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Mexico did not agree, and its anger grew.” The words change, but the meaning and the facts stay.
APPLY Friday	TAP paraphrase: “The story of Texas still shows how choices can reshape history.” THINK: This shows the poem wants readers to value the choices that shape the future. 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 story of Texas still shows people how choices can change history.” Same meaning, new words. CHOOSE, A is best. It keeps both ideas (the U.S. gained western land, the map changed) with new words. B changes the meaning to the opposite (lost land). C drops the new land, so it is not complete. SAY, Sample: “In 1845, a change happened, and Texas became part of the United States.” Same meaning and facts, new words. REBUILD, Sample: “Mexico did not agree, and its anger grew.” The words change, but the meaning and the facts stay. APPLY, TAP paraphrase: “The story of Texas still shows how choices can reshape history.” THINK: This shows the poem wants readers to value the choices that shape the future. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The story of Texas still shows people how choices can change history.” Same meaning, new words. · CHOOSE, A is best. It keeps both ideas (the U.S. gained western land, the map changed) with new words. B changes the meaning to the opposite (lost land). C drops the new land, so it is not complete. · SAY, Sample: “In 1845, a change happened, and Texas became part of the United States.” Same meaning and facts, new words. · REBUILD, Sample: “Mexico did not agree, and its anger grew.” The words change, but the meaning and the facts stay. · APPLY, TAP paraphrase: “The story of Texas still shows how choices can reshape history.” THINK: This shows the poem wants readers to value the choices that shape the future. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 16 of 36 · Grade 4 • 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.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Texas was once a young republic, part of Mexico long ago. Now it stood alone, unsure where to go.

Which sentence BEST paraphrases this part of the passage?

A Texas, once a new republic that had belonged to Mexico, was now on its own and unsure what to do.

B Texas, once a new republic, decided to rejoin Mexico right away.

C Texas had always been its own country and never belonged to anyone.

D Texas stood alone.

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: Texas was once a young republic, part of Mexico long ago. Now it stood alone, unsure where to go."

"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 Texas, once a new republic that had belonged to Mexico, was now on its own and unsure what to do.

WHY THIS IS CORRECT

A keeps all the ideas (a young republic, once part of Mexico, now alone and unsure) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (rejoin Mexico). C changes the meaning (it had been part of Mexico). D leaves out most of the ideas, so it is not complete.

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

~2 min

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

"Here is the payoff: the best paraphrase is A, Texas, once a new republic that had belonged to Mexico, was now on its own and unsure what to do. A keeps all the ideas (a young republic, once part of Mexico, now alone and unsure) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (rejoin Mexico). C changes the meaning (it had been part of Mexico). D leaves out most of the ideas, so it is not complete."

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

ANSWER KEY: A, Texas, once a new republic that had belonged to Mexico, was now on its own and unsure what to do

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.

"Mali became wealthy because it controlled important trade routes."

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: 'Mali became wealthy because it controlled important trade routes.'"

▸ *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: "Mali got rich because it controlled key trade routes." Same meaning, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Mali got rich because it controlled key trade routes." 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: "Traders carried gold and salt, which were very valuable."
A. Traders carried gold and salt, which were worth a great deal.
B. Traders carried gold and salt, which were not worth much.
C. Traders carried gold and salt.

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: 'Traders carried gold and salt, which were very valuable.' A. Traders carried gold and salt, which were worth a great deal. B. Traders carried gold and salt, which were not worth much. C. Traders carried gold and salt."

▸ *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 gold and salt were worth a lot) with new words. B changes the meaning to the opposite (not worth much). C drops that they were valuable, so it is not complete.

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

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (the gold and salt were worth a lot) with new words. B changes the meaning to the opposite (not worth much). C drops that they were valuable, 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.

"Mansa Musa made sure traders could move safely, which brought more people and goods into Mali."

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: 'Mansa Musa made sure traders could move safely, which brought more people and goods into Mali.'"

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

ANSWER KEY: Sample: "By keeping traders safe, Mansa Musa brought more people and goods into Mali." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "By keeping traders safe, Mansa Musa brought more people and goods into Mali." 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: "Cities like Timbuktu became busy and important places."

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

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

~4 min

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

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

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Cities like Timbuktu became busy and important places.'*

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

ANSWER KEY: Sample: "Cities such as Timbuktu grew busy and important." The words change, but the meaning stays.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Cities such as Timbuktu grew busy and important." 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 still talk about Mansa Musa today when they learn about African history."

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 still talk about Mansa Musa today when they learn about African history.'*

▸ *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 still discuss Mansa Musa today when they study African history." THINK: This shows his importance lasted far beyond his own time. The paraphrase is the evidence, not the explanation.

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

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "People still discuss Mansa Musa today when they study African history." THINK: This shows his importance lasted far beyond his 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 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: "Mali became wealthy because it controlled important trade routes." 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

MEANING Monday	Sample: “Mali got rich because it controlled key trade routes.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (the gold and salt were worth a lot) with new words. **B** changes the meaning to the opposite (not worth much). **C** drops that they were valuable, so it is not complete.
SAY Wednesday	Sample: “By keeping traders safe, Mansa Musa brought more people and goods into Mali.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Cities such as Timbuktu grew busy and important.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “People still discuss Mansa Musa today when they study African history.” THINK: This shows his importance lasted far beyond his 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: “Mali got rich because it controlled key trade routes.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (the gold and salt were worth a lot) with new words. B changes the meaning to the opposite (not worth much). C drops that they were valuable, so it is not complete. SAY, Sample: “By keeping traders safe, Mansa Musa brought more people and goods into Mali.” Same meaning and facts, new words. REBUILD, Sample: “Cities such as Timbuktu grew busy and important.” The words change, but the meaning stays. APPLY, TAP paraphrase: “People still discuss Mansa Musa today when they study African history.” THINK: This shows his importance lasted far beyond his own time. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Mali got rich because it controlled key trade routes.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (the gold and salt were worth a lot) with new words. B changes the meaning to the opposite (not worth much). C drops that they were valuable, so it is not complete. · SAY, Sample: “By keeping traders safe, Mansa Musa brought more people and goods into Mali.” Same meaning and facts, new words. · REBUILD, Sample: “Cities such as Timbuktu grew busy and important.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “People still discuss Mansa Musa today when they study African history.” THINK: This shows his importance lasted far beyond his own time. The paraphrase is the evidence, not the explanation.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Mali became wealthy because it controlled important trade routes. Traders carried gold and salt across the desert.

Which sentence BEST paraphrases this part of the passage?

A Mali grew rich by controlling trade routes where traders carried gold and salt across the desert.

B Mali grew rich because it grew its own gold on trees in the desert.

C Mali became poor because of the trade routes.

D Mali controlled some trade routes.

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: Mali became wealthy because it controlled important trade routes. Traders carried gold and salt across the desert."

"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 Mali grew rich by controlling trade routes where traders carried gold and salt across the desert.

WHY THIS IS CORRECT

A keeps both ideas (Mali got rich from controlling trade routes, and traders carried gold and salt) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (gold on trees). C reverses the meaning (became poor). D leaves out the gold and salt, 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, Mali grew rich by controlling trade routes where traders carried gold and salt across the desert. A keeps both ideas (Mali got rich from controlling trade routes, and traders carried gold and salt) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (gold on trees). C reverses the meaning (became poor). D leaves out the gold and salt, so it is not complete."

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

ANSWER KEY: A, Mali grew rich by controlling trade routes where traders carried gold and salt across the desert

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.

"Timbuktu was known for learning, where people studied math, science, and 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: 'Timbuktu was known for learning, where people studied math, science, and 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: "Timbuktu was a place of learning where people studied math, science, and religion." Same meaning, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Timbuktu was a place of learning where people studied math, science, and 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: "Mansa Musa made smart choices that helped his kingdom grow."
A. Mansa Musa made wise decisions that helped his kingdom get bigger and stronger.
B. Mansa Musa made choices that hurt his kingdom.
C. Mansa Musa made choices.

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: 'Mansa Musa made smart choices that helped his kingdom grow.' A. Mansa Musa made wise decisions that helped his kingdom get bigger and stronger. B. Mansa Musa made choices that hurt his kingdom. C. Mansa Musa made choices."

▸ *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 (his wise choices helped the kingdom grow) with new words. B changes the meaning to the opposite (hurt his kingdom). C drops the result (helped it grow), so it is not complete.

(7)(D) · Paraphrasing · Sheet 18 of 36 · Grade 4 • 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 (his wise choices helped the kingdom grow) with new words. B changes the meaning to the opposite (hurt his kingdom). C drops the result (helped it grow), 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.

"During his pilgrimage to Mecca, he gave away large amounts of gold to people in need."

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

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

~4 min

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

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

"Read this with me: 'During his pilgrimage to Mecca, he gave away large amounts of gold to people in need.'"

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

ANSWER KEY: Sample: "On his journey to Mecca, he handed out large amounts of gold to people who needed it." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "On his journey to Mecca, he handed out large amounts of gold to people who needed 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: "His actions made many people notice how wealthy Mali was."

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: 'His actions made many people notice how wealthy Mali was.'*

▸ *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: "What he did made many people see how rich Mali was." The words change, but the meaning stays.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "What he did made many people see how rich Mali was." 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): "Mali became known as a powerful and important kingdom."

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): 'Mali became known as a powerful and important kingdom.'*

▸ *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: "Mali came to be seen as a strong and important kingdom." THINK: This shows Mansa Musa's choices earned Mali respect. The paraphrase is the evidence, not the explanation.

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

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Mali came to be seen as a strong and important kingdom." THINK: This shows Mansa Musa's choices earned Mali respect. 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: "Timbuktu was known for learning, where people studied math, science, and 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, 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.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing



MEANING
Monday

Sample: “Timbuktu was a place of learning where people studied math, science, and religion.” Same meaning, new words.



CHOOSE
Tuesday

A is best. It keeps the meaning (his wise choices helped the kingdom grow) with new words. **B** changes the meaning to the opposite (hurt his kingdom). **C** drops the result (helped it grow), so it is not complete.



SAY
Wednesday

Sample: “On his journey to Mecca, he handed out large amounts of gold to people who needed it.” Same meaning and facts, new words.



REBUILD
Thursday

Sample: “What he did made many people see how rich Mali was.” The words change, but the meaning stays.



APPLY
Friday

TAP paraphrase: “Mali came to be seen as a strong and important kingdom.” THINK: This shows Mansa Musa’s choices earned Mali respect. 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: “Timbuktu was a place of learning where people studied math, science, and religion.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (his wise choices helped the kingdom grow) with new words. B changes the meaning to the opposite (hurt his kingdom). C drops the result (helped it grow), so it is not complete. SAY, Sample: “On his journey to Mecca, he handed out large amounts of gold to people who needed it.” Same meaning and facts, new words. REBUILD, Sample: “What he did made many people see how rich Mali was.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Mali came to be seen as a strong and important kingdom.” THINK: This shows Mansa Musa’s choices earned Mali respect. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Timbuktu was a place of learning where people studied math, science, and religion.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (his wise choices helped the kingdom grow) with new words. B changes the meaning to the opposite (hurt his kingdom). C drops the result (helped it grow), so it is not complete. · SAY, Sample: “On his journey to Mecca, he handed out large amounts of gold to people who needed it.” Same meaning and facts, new words. · REBUILD, Sample: “What he did made many people see how rich Mali was.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Mali came to be seen as a strong and important kingdom.” THINK: This shows Mansa Musa’s choices earned Mali respect. 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

Read this part of the passage.

He made sure traders could move safely, which brought more people and goods into Mali.

Which sentence BEST paraphrases this part of the passage?

A Because he kept traders safe, more people and goods came into Mali.

B Because he kept traders safe, Mali never had any problems ever again.

C Because he made travel dangerous, traders stopped coming to Mali.

D Traders came to Mali.

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: He made sure traders could move safely, which brought more people and goods into Mali."

"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 18 of 36

Slide 10 of 10

Correct answer: A Because he kept traders safe, more people and goods came into Mali.

WHY THIS IS CORRECT

A keeps both ideas (he kept traders safe, and that brought more people and goods) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (never any problems). C reverses the meaning (dangerous). D leaves out why traders came, 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 he kept traders safe, more people and goods came into Mali. A keeps both ideas (he kept traders safe, and that brought more people and goods) 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 any problems). C reverses the meaning (dangerous). D leaves out why traders came, so it is not complete."

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

ANSWER KEY: A, Because he kept traders safe, more people and goods came into Mali

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

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell, 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.

"During his pilgrimage to Mecca, Mansa Musa gave away large amounts of gold."

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: 'During his pilgrimage to Mecca, Mansa Musa gave away large amounts of gold.'"

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

ANSWER KEY: Sample: "On his trip to Mecca, Mansa Musa handed out a lot of gold." Same meaning, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "On his trip to Mecca, Mansa Musa handed out a lot of gold." 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: "Cities like Timbuktu became busy and important places."
A. Cities such as Timbuktu grew busy and important.
B. Cities like Timbuktu became quiet and empty.
C. Timbuktu was a city.

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: 'Cities like Timbuktu became busy and important places.' A. Cities such as Timbuktu grew busy and important. B. Cities like Timbuktu became quiet and empty. C. Timbuktu was a city."

▸ *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 (Timbuktu grew busy and important) with new words. B changes the meaning to the opposite (quiet and empty). C drops that it grew busy and important, so it is not complete.

(7)(D) · Paraphrasing · Sheet 19 of 36 · Grade 4 • 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 (Timbuktu grew busy and important) with new words. B changes the meaning to the opposite (quiet and empty). C drops that it grew busy and important, 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.

"Mali became wealthy because it controlled important trade routes."

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: 'Mali became wealthy because it controlled important trade routes.'"

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

ANSWER KEY: Sample: "Mali grew rich because it controlled key trade routes." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Mali grew rich because it controlled key trade routes." 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: "Timbuktu was known for learning, where people studied math, science, and religion."

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: 'Timbuktu was known for learning, where people studied math, science, and religion.'*

▸ *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 knew Timbuktu as a place of learning, where they studied math, science, and religion." The words and order change, but the meaning stays.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "People knew Timbuktu as a place of learning, where they studied math, science, and religion." 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 still talk about Mansa Musa today when they learn how trade and education helped kingdoms grow."

I CAN I can paraphrase evidence and explain it.

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

~5 min

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

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

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'People still talk about Mansa Musa today when they learn how trade and education helped kingdoms grow.'*

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

ANSWER KEY: TAP paraphrase: "People still talk about Mansa Musa when they study how trade and education grew kingdoms." THINK: This shows the passage's point, that trade and learning built Mali's power. 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: "People still talk about Mansa Musa when they study how trade and education grew kingdoms." THINK: This shows the passage's point, that trade and learning built Mali's power. 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: "During his pilgrimage to Mecca, Mansa Musa gave away large amounts of gold." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

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

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 19 of 36, and complete the (7)(D) row.**

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

⏱ ~5 min

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

"Now make this thinking your own."

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “On his trip to Mecca, Mansa Musa handed out a lot of gold.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (Timbuktu grew busy and important) with new words. **B** changes the meaning to the opposite (quiet and empty). **C** drops that it grew busy and important, so it is not complete.
SAY Wednesday	Sample: “Mali grew rich because it controlled key trade routes.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “People knew Timbuktu as a place of learning, where they studied math, science, and religion.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “People still talk about Mansa Musa when they study how trade and education grew kingdoms.” THINK: This shows the passage’s point, that trade and learning built Mali’s power. The paraphrase is the evidence, not the explanation.

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

~3 min

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

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

▸ *Walk through the answers and have students self-check: MEANING, Sample: “On his trip to Mecca, Mansa Musa handed out a lot of gold.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (Timbuktu grew busy and important) with new words. B changes the meaning to the opposite (quiet and empty). C drops that it grew busy and important, so it is not complete. SAY, Sample: “Mali grew rich because it controlled key trade routes.” Same meaning and facts, new words. REBUILD, Sample: “People knew Timbuktu as a place of learning, where they studied math, science, and religion.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “People still talk about Mansa Musa when they study how trade and education grew kingdoms.” THINK: This shows the passage’s point, that trade and learning built Mali’s power. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “On his trip to Mecca, Mansa Musa handed out a lot of gold.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (Timbuktu grew busy and important) with new words. B changes the meaning to the opposite (quiet and empty). C drops that it grew busy and important, so it is not complete. · SAY, Sample: “Mali grew rich because it controlled key trade routes.” Same meaning and facts, new words. · REBUILD, Sample: “People knew Timbuktu as a place of learning, where they studied math, science, and religion.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “People still talk about Mansa Musa when they study how trade and education grew kingdoms.” THINK: This shows the passage’s point, that trade and learning built Mali’s power. 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.

During his pilgrimage to Mecca, he gave away large amounts of gold to people in need. His actions made many people notice how wealthy Mali was.

Which sentence BEST paraphrases this part of the passage?

A On his trip to Mecca, Mansa Musa gave a lot of gold to people who needed it, which showed others how rich Mali was.

B On his trip to Mecca, Mansa Musa became the ruler of Mecca.

C On his trip to Mecca, Mansa Musa took gold from people who needed it.

D Mansa Musa went to Mecca.

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

~3 min

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

"Here is a question shaped just like the ones on a real test. Read this part of the passage: During his pilgrimage to Mecca, he gave away large amounts of gold to people in need. His actions made many people notice how wealthy Mali was."

"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 On his trip to Mecca, Mansa Musa gave a lot of gold to people who needed it, which showed others how rich Mali was.

WHY THIS IS CORRECT

A keeps both ideas (he gave gold to people in need, and it showed Mali's wealth) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (ruler of Mecca). C reverses the meaning (took gold). D leaves out the gold and the wealth, 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, On his trip to Mecca, Mansa Musa gave a lot of gold to people who needed it, which showed others how rich Mali was. A keeps both ideas (he gave gold to people in need, and it showed Mali's wealth) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (ruler of Mecca). C reverses the meaning (took gold). D leaves out the gold and the wealth, so it is not complete."

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

ANSWER KEY: A, On his trip to Mecca, Mansa Musa gave a lot of gold to people who needed it, which showed others how rich Mali was

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

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell, 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.

"Mali became known as a powerful and important kingdom."

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: 'Mali became known as a powerful and important kingdom.'"

▸ *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: "Mali came to be seen as a strong and important kingdom." Same meaning, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Mali came to be seen as a strong and important kingdom." 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: "Traders traveled across the hot Sahara Desert carrying gold and salt."
A. Traders crossed the hot Sahara Desert with gold and salt.
B. Traders traveled across the cold ocean with gold and salt.
C. Traders traveled.

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

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

~4 min

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

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

"Read these with me: Source: 'Traders traveled across the hot Sahara Desert carrying gold and salt.' A. Traders crossed the hot Sahara Desert with gold and salt. B. Traders traveled across the cold ocean with gold and salt. C. Traders traveled."

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

ANSWER KEY: A is best. It keeps the meaning (traders crossed the hot desert with gold and salt) with new words. B changes the desert to a cold ocean. C drops the desert and the goods, so it is not complete.

(7)(D) · Paraphrasing · Sheet 20 of 36 · Grade 4 • 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 (traders crossed the hot desert with gold and salt) with new words. B changes the desert to a cold ocean. C drops the desert and the goods, 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.

"He made sure traders could move safely, which brought more people and goods into Mali."

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: 'He made sure traders could move safely, which brought more people and goods into Mali.'"

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

ANSWER KEY: Sample: "By keeping traders safe, he brought more people and goods into Mali." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "By keeping traders safe, he brought more people and goods into Mali." 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: "Mansa Musa made smart choices that helped his kingdom grow."

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

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

~4 min

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

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

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Mansa Musa made smart choices that helped his kingdom grow.'*

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

ANSWER KEY: Sample: "Mansa Musa made wise decisions that helped his kingdom grow." The words change, but the meaning stays.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Mansa Musa made wise decisions that helped his kingdom grow." 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 the choices he made, Mali became known as a powerful and important kingdom."

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 the choices he made, Mali became known as a powerful and important kingdom.'*

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

ANSWER KEY: TAP paraphrase: "His choices made Mali known as a strong, important kingdom." THINK: This shows that leadership choices built Mali's reputation. The paraphrase is the evidence, not the explanation.

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

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "His choices made Mali known as a strong, important kingdom." THINK: This shows that leadership choices built Mali's reputation. 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: "Mali became known as a powerful and important kingdom." 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: “Mali came to be seen as a strong and important kingdom.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (traders crossed the hot desert with gold and salt) with new words. **B** changes the desert to a cold ocean. **C** drops the desert and the goods, so it is not complete.
SAY Wednesday	Sample: “By keeping traders safe, he brought more people and goods into Mali.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Mansa Musa made wise decisions that helped his kingdom grow.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “His choices made Mali known as a strong, important kingdom.” THINK: This shows that leadership choices built Mali’s reputation. 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: “Mali came to be seen as a strong and important kingdom.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (traders crossed the hot desert with gold and salt) with new words. B changes the desert to a cold ocean. C drops the desert and the goods, so it is not complete. SAY, Sample: “By keeping traders safe, he brought more people and goods into Mali.” Same meaning and facts, new words. REBUILD, Sample: “Mansa Musa made wise decisions that helped his kingdom grow.” The words change, but the meaning stays. APPLY, TAP paraphrase: “His choices made Mali known as a strong, important kingdom.” THINK: This shows that leadership choices built Mali’s reputation. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Mali came to be seen as a strong and important kingdom.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (traders crossed the hot desert with gold and salt) with new words. B changes the desert to a cold ocean. C drops the desert and the goods, so it is not complete. · SAY, Sample: “By keeping traders safe, he brought more people and goods into Mali.” Same meaning and facts, new words. · REBUILD, Sample: “Mansa Musa made wise decisions that helped his kingdom grow.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “His choices made Mali known as a strong, important kingdom.” THINK: This shows that leadership choices built Mali’s reputation. 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.

Timbuktu was known for learning, where people studied subjects like math, science, and religion.

Which sentence BEST paraphrases this part of the passage?

A People knew Timbuktu as a place of learning, where students studied math, science, and religion.

B People knew Timbuktu as the largest city in the whole world.

C Timbuktu was known for trading, not for learning.

D People studied in Timbuktu.

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: Timbuktu was known for learning, where people studied subjects like math, science, and religion."

"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 People knew Timbuktu as a place of learning, where students studied math, science, and religion.

WHY THIS IS CORRECT

A keeps both ideas (Timbuktu was known for learning, and what was studied there) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (largest city). C changes the meaning (trading, not learning). D leaves out the subjects, 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 knew Timbuktu as a place of learning, where students studied math, science, and religion. A keeps both ideas (Timbuktu was known for learning, and what was studied there) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (largest city). C changes the meaning (trading, not learning). D leaves out the subjects, so it is not complete."

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

ANSWER KEY: A, People knew Timbuktu as a place of learning, where students studied math, science, and religion

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.

"During the Renaissance, people began to study the ideas of ancient Greece and Rome again."

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: 'During the Renaissance, people began to study the ideas of ancient Greece and Rome again.'"

▸ *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 Renaissance, people started studying old Greek and Roman ideas again." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 4 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "In the Renaissance, people started studying old Greek and Roman ideas again." Same meaning, new words.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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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: "Artists like Raphael wanted their work to look real."
A. Artists such as Raphael wanted their art to look lifelike.
B. Artists like Raphael wanted their work to look fake.
C. Raphael was an artist.

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: 'Artists like Raphael wanted their work to look real.' A. Artists such as Raphael wanted their art to look lifelike. B. Artists like Raphael wanted their work to look fake. C. Raphael was an artist."

▸ *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 wanted art to look real) with new words. B changes the meaning to the opposite (fake). C drops what Raphael wanted, so it is not complete.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 4 • 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 (they wanted art to look real) with new words. B changes the meaning to the opposite (fake). C drops what Raphael 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.

"At that time, kings still held most of the power."

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: 'At that time, kings still held most of the power.'"

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

ANSWER KEY: Sample: "Back then, kings still had most of the power." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 4 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Back then, kings still had most of the power." 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: "During the Renaissance, some people believed that citizens should have a voice."

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: 'During the Renaissance, some people believed that citizens should have a voice.'*

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

ANSWER KEY: Sample: "In the Renaissance, some people thought regular citizens should have a say." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 4 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "In the Renaissance, some people thought regular citizens should have a say." 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): "Art showed people thinking and learning."

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): 'Art showed people thinking and learning.'*

▸ *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: "Art showed people thinking and learning." THINK: This shows that Renaissance art valued human thought, which was a new idea. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 4 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Art showed people thinking and learning." THINK: This shows that Renaissance art valued human thought, which was a new idea. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 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: "During the Renaissance, people began to study the ideas of ancient Greece and Rome again." 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 Renaissance, people started studying old Greek and Roman ideas again.” Same meaning, new words.



CHOOSE
Tuesday

A is best. It keeps the meaning (they wanted art to look real) with new words. **B** changes the meaning to the opposite (fake). **C** drops what Raphael wanted, so it is not complete.



SAY
Wednesday

Sample: “Back then, kings still had most of the power.” Same meaning and facts, new words.



REBUILD
Thursday

Sample: “In the Renaissance, some people thought regular citizens should have a say.” The words and order change, but the meaning stays.



APPLY
Friday

TAP paraphrase: “Art showed people thinking and learning.” THINK: This shows that Renaissance art valued human thought, which was a new idea. 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: “In the Renaissance, people started studying old Greek and Roman ideas again.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (they wanted art to look real) with new words. B changes the meaning to the opposite (fake). C drops what Raphael wanted, so it is not complete. SAY, Sample: “Back then, kings still had most of the power.” Same meaning and facts, new words. REBUILD, Sample: “In the Renaissance, some people thought regular citizens should have a say.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Art showed people thinking and learning.” THINK: This shows that Renaissance art valued human thought, which was a new idea. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “In the Renaissance, people started studying old Greek and Roman ideas again.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (they wanted art to look real) with new words. B changes the meaning to the opposite (fake). C drops what Raphael wanted, so it is not complete. · SAY, Sample: “Back then, kings still had most of the power.” Same meaning and facts, new words. · REBUILD, Sample: “In the Renaissance, some people thought regular citizens should have a say.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Art showed people thinking and learning.” THINK: This shows that Renaissance art valued human thought, which was a new idea. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 4 • 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

The Renaissance was a time of change in Europe. Artists wanted their work to look real, showing people with clear details.

Which sentence BEST paraphrases this part of the passage?

A The Renaissance changed Europe, and its artists made their work look real by showing people in clear detail.

B The Renaissance changed Europe, and every artist became very rich.

C The Renaissance stopped all change in Europe.

D The Renaissance was a time of 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: The Renaissance was a time of change in Europe. Artists wanted their work to look real, showing people with clear details."

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

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

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 4 • Cluster 5 • Module 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A The Renaissance changed Europe, and its artists made their work look real by showing people in clear detail.

WHY THIS IS CORRECT

A keeps both ideas (the Renaissance changed Europe, and artists made real, detailed work) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (every artist became rich). C reverses the meaning (stopped all change). D leaves out the artists, 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 Renaissance changed Europe, and its artists made their work look real by showing people in clear detail. A keeps both ideas (the Renaissance changed Europe, and artists made real, detailed work) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (every artist became rich). C reverses the meaning (stopped all change). D leaves out the artists, so it is not complete."

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

ANSWER KEY: A, The Renaissance changed Europe, and its artists made their work look real by showing people in clear detail

(7)(D) · Paraphrasing · Sheet 21 of 36 · Grade 4 • 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.

"At that time, kings still held most of the power."

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

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

~2 min

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

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

"Read this with me: 'At that time, kings still held most of the 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: "Back then, kings still had most of the power." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 4 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Back then, kings still had most of the 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: "They believed people should not feel powerless."
A. They thought people should not feel like they had no power.
B. They believed people should feel powerless.
C. They believed some 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: 'They believed people should not feel powerless.' A. They thought people should not feel like they had no power. B. They believed people should feel powerless. C. They believed some 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 (people should not feel like they have no power) with new words. B changes the meaning to the opposite (should feel powerless). C drops the whole idea, so it is not complete.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 4 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (people should not feel like they have no power) with new words. B changes the meaning to the opposite (should feel powerless). C drops the whole idea, so it is not complete.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

SAY

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

EXACT TEKS WORDING

"retell, 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.

"During the Renaissance, some people believed that citizens should have a voice."

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

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

~4 min

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

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

"Read this with me: 'During the Renaissance, some people believed that citizens should have a voice.'"

▸ *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 Renaissance, some people thought citizens should have a say." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 4 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "In the Renaissance, some people thought citizens should have a say." 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 began to think in new ways about government and fairness."

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: 'Some people began to think in new ways about government and fairness.'*

▸ *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 started thinking about government and fairness in new ways." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 4 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Some people started thinking about government and fairness in new ways." 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): "During the Renaissance, people began to study ideas from Greece and Rome again."

I CAN I can paraphrase evidence and explain it.

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

~5 min

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

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

▸ *Read the task on the slide: Paraphrase this sentence as evidence, then explain your thinking. Your paraphrase is the evidence (TAP), not the explanation (THINK): 'During the Renaissance, people began to study ideas from Greece and Rome again.'*

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

ANSWER KEY: TAP paraphrase: "In the Renaissance, people started studying Greek and Roman ideas once more." THINK: This shows people looked to the past to shape new ideas. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 4 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "In the Renaissance, people started studying Greek and Roman ideas once more." THINK: This shows people looked to the past to shape new ideas. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 22 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: “At that time, kings still held most of the 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.**

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

~5 min

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

“Now make this thinking your own.”

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 22 of 36

Slide 8 of 10

MEANING Monday	Sample: “Back then, kings still had most of the power.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (people should not feel like they have no power) with new words. **B** changes the meaning to the opposite (should feel powerless). **C** drops the whole idea, so it is not complete.
SAY Wednesday	Sample: “In the Renaissance, some people thought citizens should have a say.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Some people started thinking about government and fairness in new ways.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “In the Renaissance, people started studying Greek and Roman ideas once more.” THINK: This shows people looked to the past to shape new ideas. 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: “Back then, kings still had most of the power.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (people should not feel like they have no power) with new words. B changes the meaning to the opposite (should feel powerless). C drops the whole idea, so it is not complete. SAY, Sample: “In the Renaissance, some people thought citizens should have a say.” Same meaning and facts, new words. REBUILD, Sample: “Some people started thinking about government and fairness in new ways.” The words change, but the meaning stays. APPLY, TAP paraphrase: “In the Renaissance, people started studying Greek and Roman ideas once more.” THINK: This shows people looked to the past to shape new ideas. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Back then, kings still had most of the power.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (people should not feel like they have no power) with new words. B changes the meaning to the opposite (should feel powerless). C drops the whole idea, so it is not complete. · SAY, Sample: “In the Renaissance, some people thought citizens should have a say.” Same meaning and facts, new words. · REBUILD, Sample: “Some people started thinking about government and fairness in new ways.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “In the Renaissance, people started studying Greek and Roman ideas once more.” THINK: This shows people looked to the past to shape new ideas. 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 22 of 36

Slide 9 of 10

Read this part of the passage.

At that time, kings still held most of the power. During the Renaissance, some people believed that citizens should have a voice.

Which sentence BEST paraphrases this part of the passage?

A Kings still had most of the power then, but in the Renaissance some people thought ordinary citizens should have a say.

B Kings still had most of the power then, so kings were no longer allowed to rule.

C During the Renaissance, kings gained even more power than before.

D Kings held most of the power.

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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: At that time, kings still held most of the power. During the Renaissance, some people believed that citizens should have a voice."

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

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

NOTE: Revealed on the next slide.

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 4 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 22 of 36

Slide 10 of 10

Correct answer: A Kings still had most of the power then, but in the Renaissance some people thought ordinary citizens should have a say.

WHY THIS IS CORRECT

A keeps both ideas (kings once held power, and Renaissance people wanted citizens to have a voice) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (kings not allowed). C reverses the meaning (kings gained power). D leaves out the citizens' voice, 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, Kings still had most of the power then, but in the Renaissance some people thought ordinary citizens should have a say. A keeps both ideas (kings once held power, and Renaissance people wanted citizens to have a voice) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (kings not allowed). C reverses the meaning (kings gained power). D leaves out the citizens' voice, so it is not complete."

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

ANSWER KEY: A, Kings still had most of the power then, but in the Renaissance some people thought ordinary citizens should have a say

(7)(D) · Paraphrasing · Sheet 22 of 36 · Grade 4 • Cluster 5 • Module 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell, 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.

"Artists like Raphael wanted their work to look real."

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: 'Artists like Raphael wanted their work to look real.'"

▸ *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: "Artists such as Raphael wanted their art to look lifelike." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 4 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Artists such as Raphael wanted their art to look lifelike." 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: "During the Renaissance, people began to study the ideas of ancient Greece and Rome again."
A. In the Renaissance, people started studying old ideas from Greece and Rome once more.
B. In the Renaissance, people stopped studying Greece and Rome.
C. People studied some ideas.

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: 'During the Renaissance, people began to study the ideas of ancient Greece and Rome again.' A. In the Renaissance, people started studying old ideas from Greece and Rome once more. B. In the Renaissance, people stopped studying Greece and Rome. C. People studied some ideas."

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

ANSWER KEY: A is best. It keeps the meaning (people studied Greek and Roman ideas again) with new words. B changes the meaning to the opposite (stopped studying). C drops which ideas, so it is not complete.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 4 • 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 (people studied Greek and Roman ideas again) with new words. B changes the meaning to the opposite (stopped studying). C drops which 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.

"Art showed people thinking and learning."

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: 'Art showed people thinking and learning.'"

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

ANSWER KEY: Sample: "Art showed people thinking and learning." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 4 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Art showed people thinking and learning." 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 began to think in new ways about government and fairness."

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: 'Some people began to think in new ways about government and fairness.'*

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

ANSWER KEY: Sample: "A few people began to see government and fairness in new ways." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 4 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "A few people began to see government and fairness in new ways." 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): "These changes affected how people saw the world."

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 changes affected how people saw the world.'*

▸ *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 changes shaped how people viewed the world." THINK: This shows the Renaissance changed more than art, it changed thinking. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 4 • Cluster 5 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "These changes shaped how people viewed the world." THINK: This shows the Renaissance changed more than art, it changed thinking. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 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: "Artists like Raphael wanted their work to look real." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

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

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 23 of 36, and complete the (7)(D) row.**

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

⏱ ~5 min

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

"Now make this thinking your own."

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 23 of 36

Slide 8 of 10

MEANING Monday	Sample: “Artists such as Raphael wanted their art to look lifelike.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (people studied Greek and Roman ideas again) with new words. **B** changes the meaning to the opposite (stopped studying). **C** drops which ideas, so it is not complete.
SAY Wednesday	Sample: “Art showed people thinking and learning.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “A few people began to see government and fairness in new ways.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “These changes shaped how people viewed the world.” THINK: This shows the Renaissance changed more than art, it changed thinking. 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: “Artists such as Raphael wanted their art to look lifelike.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (people studied Greek and Roman ideas again) with new words. B changes the meaning to the opposite (stopped studying). C drops which ideas, so it is not complete. SAY, Sample: “Art showed people thinking and learning.” Same meaning and facts, new words. REBUILD, Sample: “A few people began to see government and fairness in new ways.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “These changes shaped how people viewed the world.” THINK: This shows the Renaissance changed more than art, it changed thinking. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Artists such as Raphael wanted their art to look lifelike.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (people studied Greek and Roman ideas again) with new words. B changes the meaning to the opposite (stopped studying). C drops which ideas, so it is not complete. · SAY, Sample: “Art showed people thinking and learning.” Same meaning and facts, new words. · REBUILD, Sample: “A few people began to see government and fairness in new ways.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “These changes shaped how people viewed the world.” THINK: This shows the Renaissance changed more than art, it changed thinking. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 23 of 36 · Grade 4 • 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

Read this part of the passage.

Artists like Raphael wanted their work to look real. They showed people with clear details and expressions.

Which sentence BEST paraphrases this part of the passage?

A Artists such as Raphael made their art look real by giving people clear details and expressions.

B Artists such as Raphael painted only kings and queens.

C Artists like Raphael wanted their work to look like cartoons.

D Raphael was an artist who painted.

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: Artists like Raphael wanted their work to look real. They showed people with clear details and expressions."

"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 Artists such as Raphael made their art look real by giving people clear details and expressions.

WHY THIS IS CORRECT

A keeps both ideas (they wanted real art, and they used clear details and expressions) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (only kings). C reverses the meaning (cartoons). D leaves out the real look and the details, 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, Artists such as Raphael made their art look real by giving people clear details and expressions. A keeps both ideas (they wanted real art, and they used clear details and expressions) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (only kings). C reverses the meaning (cartoons). D leaves out the real look and the details, so it is not complete."

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

ANSWER KEY: A, Artists such as Raphael made their art look real by giving people clear details and expressions

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.

"These changes affected how people saw the world."

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: 'These changes affected how people saw the world.'"

▸ *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: "These changes shaped how people viewed the world." Same meaning, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "These changes shaped how people viewed the world." 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 began to think in new ways about government and fairness."
A. Some people started thinking about government and fairness in new ways.
B. Government ideas focused only on kings and their power.
C. There were government ideas.

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: 'Some people began to think in new ways about government and fairness.' A. Some people started thinking about government and fairness in new ways. B. Government ideas focused only on kings and their power. C. There were government ideas."

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

ANSWER KEY: A is best. It keeps the meaning (some people thought about government and fairness in new ways) with new words. B changes the meaning (focused on kings). C drops what the ideas focused on, so it is not complete.

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

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (some people thought about government and fairness in new ways) with new words. B changes the meaning (focused on kings). C drops what the ideas focused on, 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.

"Artists showed people with clear details and expressions."

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: 'Artists showed people with clear details and expressions.'"

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

ANSWER KEY: Sample: "Artists painted people with clear details and expressions." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Artists painted people with clear details and expressions." 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: "During the Renaissance, some people believed citizens should have a voice."

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: 'During the Renaissance, some people believed citizens should have a voice.'*

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

ANSWER KEY: Sample: "In the Renaissance, some people thought citizens should have a say." The words change, but the meaning stays.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "In the Renaissance, some people thought citizens should have a say." 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 painting showed a hopeful time when ideas were changing."

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 painting showed a hopeful time when ideas were changing.'*

▸ *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 painting showed a hopeful time when ideas were changing." THINK: This shows Ava saw the painting as more than people, it was a symbol of change. The paraphrase is the evidence, not the explanation.

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

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "The painting showed a hopeful time when ideas were changing." THINK: This shows Ava saw the painting as more than people, it was a symbol of 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 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: "These changes affected how people saw the world." 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

SHEET 24 of 36

Slide 8 of 10

MEANING Monday	Sample: “These changes shaped how people viewed the world.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (some people thought about government and fairness in new ways) with new words. **B** changes the meaning (focused on kings). **C** drops what the ideas focused on, so it is not complete.
SAY Wednesday	Sample: “Artists painted people with clear details and expressions.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “In the Renaissance, some people thought citizens should have a say.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The painting showed a hopeful time when ideas were changing.” THINK: This shows Ava saw the painting as more than people, it was a symbol of change. 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: “These changes shaped how people viewed the world.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (some people thought about government and fairness in new ways) with new words. B changes the meaning (focused on kings). C drops what the ideas focused on, so it is not complete. SAY, Sample: “Artists painted people with clear details and expressions.” Same meaning and facts, new words. REBUILD, Sample: “In the Renaissance, some people thought citizens should have a say.” The words change, but the meaning stays. APPLY, TAP paraphrase: “The painting showed a hopeful time when ideas were changing.” THINK: This shows Ava saw the painting as more than people, it was a symbol of change. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “These changes shaped how people viewed the world.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (some people thought about government and fairness in new ways) with new words. B changes the meaning (focused on kings). C drops what the ideas focused on, so it is not complete. · SAY, Sample: “Artists painted people with clear details and expressions.” Same meaning and facts, new words. · REBUILD, Sample: “In the Renaissance, some people thought citizens should have a say.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “The painting showed a hopeful time when ideas were changing.” THINK: This shows Ava saw the painting as more than people, it was a symbol of change. The paraphrase is the evidence, not the explanation.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

These changes affected how people saw the world. Art showed people thinking and learning. Some people began to think in new ways about government and fairness.

Which sentence BEST paraphrases this part of the passage?

A The changes shaped how people viewed the world: art showed people thinking, and some people thought about government and fairness in new ways.

B The changes shaped the world so much that everyone became an artist.

C The changes had no effect on how people saw the world.

D Art showed people.

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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: These changes affected how people saw the world. Art showed people thinking and learning. Some people began to think in new ways about government and fairness."

"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 4 • 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

Correct answer: A The changes shaped how people viewed the world: art showed people thinking, and some people thought about government and fairness in new ways.

WHY THIS IS CORRECT

A keeps all three ideas (the changes shaped views, art showed thinking, people thought about government in new ways) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (everyone became an artist). C reverses the meaning (no effect). D leaves out the government ideas, 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 changes shaped how people viewed the world: art showed people thinking, and some people thought about government and fairness in new ways. A keeps all three ideas (the changes shaped views, art showed thinking, people thought about government in new ways) 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 became an artist). C reverses the meaning (no effect). D leaves out the government ideas, so it is not complete."

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

ANSWER KEY: A, The changes shaped how people viewed the world: art showed people thinking, and some people thought about government and fairness in new ways

(7)(D) · Paraphrasing · Sheet 24 of 36 · Grade 4 • 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.

"The sun was already warming the air, and the morning felt calm and peaceful."

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

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

~2 min

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

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

"Read this with me: 'The sun was already warming the air, and the morning felt calm and peaceful.'"

▸ *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 sun was warming the air, and the morning felt calm." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 4 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The sun was warming the air, and the morning felt calm." 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: "By mid-morning, students were outside running races and playing games."
A. By the middle of the morning, students were outside racing and playing games.
B. By mid-morning, students were inside taking a quiet test.
C. Students were outside.

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: 'By mid-morning, students were outside running races and playing games.' A. By the middle of the morning, students were outside racing and playing games. B. By mid-morning, students were inside taking a quiet test. C. Students were outside."

▸ *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 (by mid-morning, students were outside racing and playing) with new words. B changes outside games into an indoor test. C drops what they were doing, so it is not complete.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 4 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (by mid-morning, students were outside racing and playing) with new words. B changes outside games into an indoor test. C drops what they were doing, 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.

"Jayden misjudged the weather and assumed the day would continue like this."

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: 'Jayden misjudged the weather and assumed the day would continue like this.'"

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

ANSWER KEY: Sample: "Jayden guessed the weather wrong and thought the day would stay the same." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 4 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Jayden guessed the weather wrong and thought the day would stay the same." 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: "The wind grew stronger, and Jayden noticed gray clouds across the sky."

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 wind grew stronger, and Jayden noticed gray clouds across the sky.'*

▸ *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 wind picked up, and Jayden saw gray clouds moving across the sky." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 4 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "The wind picked up, and Jayden saw gray clouds moving across the sky." 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): "Weather describes the condition of the atmosphere at a certain time and place."

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): 'Weather describes the condition of the atmosphere at a certain time and place.'*

▸ *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: "Weather is what the atmosphere is like at a certain time and place." THINK: This shows the passage teaches the meaning of weather. 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: "Weather is what the atmosphere is like at a certain time and place." THINK: This shows the passage teaches the meaning of weather. 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: "The sun was already warming the air, and the morning felt calm and peaceful." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

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

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 25 of 36, and complete the (7)(D) row.**

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

~5 min

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

"Now make this thinking your own."

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

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

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 4 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING — Monday

Sample: “The sun was warming the air, and the morning felt calm.” Same meaning, new words.

CHOOSE — Tuesday

A is best. It keeps the meaning (by mid-morning, students were outside racing and playing) with new words. **B** changes outside games into an indoor test. **C** drops what they were doing, so it is not complete.

SAY — Wednesday

Sample: “Jayden guessed the weather wrong and thought the day would stay the same.” Same meaning and facts, new words.

REBUILD — Thursday

Sample: “The wind picked up, and Jayden saw gray clouds moving across the sky.” The words and order change, but the meaning stays.

APPLY — Friday

TAP paraphrase: “Weather is what the atmosphere is like at a certain time and place.” THINK: This shows the passage teaches the meaning of weather. 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 sun was warming the air, and the morning felt calm.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (by mid-morning, students were outside racing and playing) with new words. B changes outside games into an indoor test. C drops what they were doing, so it is not complete. SAY, Sample: “Jayden guessed the weather wrong and thought the day would stay the same.” Same meaning and facts, new words. REBUILD, Sample: “The wind picked up, and Jayden saw gray clouds moving across the sky.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Weather is what the atmosphere is like at a certain time and place.” THINK: This shows the passage teaches the meaning of weather. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The sun was warming the air, and the morning felt calm.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (by mid-morning, students were outside racing and playing) with new words. B changes outside games into an indoor test. C drops what they were doing, so it is not complete. · SAY, Sample: “Jayden guessed the weather wrong and thought the day would stay the same.” Same meaning and facts, new words. · REBUILD, Sample: “The wind picked up, and Jayden saw gray clouds moving across the sky.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Weather is what the atmosphere is like at a certain time and place.” THINK: This shows the passage teaches the meaning of weather. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

The weather felt just right. Then the wind grew stronger, the temperature dropped, and light rain began to fall.

Which sentence BEST paraphrases this part of the passage?

A The weather was perfect at first, but then the wind picked up, it got colder, and it started to rain.

B The weather was perfect, so field day was cancelled for the whole week.

C The weather stayed perfect and sunny all day long.

D The weather felt just right.

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 weather felt just right. Then the wind grew stronger, the temperature dropped, and light rain began to fall."

"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 4 • 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.

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SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A The weather was perfect at first, but then the wind picked up, it got colder, and it started to rain.

WHY THIS IS CORRECT

A keeps all the ideas (it was nice, then windier, colder, and rainy) in order, with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (cancelled for a week). C reverses the meaning (stayed perfect). D leaves out the change in the weather, 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 weather was perfect at first, but then the wind picked up, it got colder, and it started to rain. A keeps all the ideas (it was nice, then windier, colder, and rainy) in order, 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 for a week). C reverses the meaning (stayed perfect). D leaves out the change in the weather, so it is not complete."

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

ANSWER KEY: A, The weather was perfect at first, but then the wind picked up, it got colder, and it started to rain

(7)(D) · Paraphrasing · Sheet 25 of 36 · Grade 4 • Cluster 6 • Module 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell, 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.

"Weather describes the condition of the atmosphere at a certain time and place."

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

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

~2 min

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

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

"Read this with me: 'Weather describes the condition of the atmosphere at a certain time and place.'"

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

ANSWER KEY: Sample: "Weather is what the atmosphere is like at a certain time and place." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 4 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Weather is what the atmosphere is like at a certain time and place." Same meaning, new words.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell, 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: "Climate describes the usual weather patterns of a place over a long period of time."
A. Climate is the usual weather a place has over many years.
B. Climate is the weather at one single moment.
C. Climate describes patterns.

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: 'Climate describes the usual weather patterns of a place over a long period of time.' A. Climate is the usual weather a place has over many years. B. Climate is the weather at one single moment. C. Climate describes patterns."

▸ *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 (climate is the usual, long-term weather) with new words. B changes climate into weather (one single moment). C drops the long time, so it is not complete.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 4 • 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 (climate is the usual, long-term weather) with new words. B changes climate into weather (one single moment). C drops the long time, 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.

"It can change quickly, even within a few hours."

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: 'It can change quickly, even within a few hours.'"

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

ANSWER KEY: Sample: "It can change fast, even in just a few hours." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 4 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "It can change fast, even in just a few hours." 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: "Our area is still known for having mostly hot summers."

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: 'Our area is still known for having mostly hot summers.'*

▸ *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: "Our area is known for having mostly hot summers." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 4 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Our area is known for having mostly hot summers." 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): "While the weather had changed throughout the day, the climate where he lived stayed consistent."

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): 'While the weather had changed throughout the day, the climate where he lived stayed consistent.'*

▸ *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: "Even though the weather changed all day, the climate where he lived stayed the same." THINK: This shows the difference between weather and climate, the big idea of the passage. 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: "Even though the weather changed all day, the climate where he lived stayed the same." THINK: This shows the difference between weather and climate, the big idea of the passage. 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: "Weather describes the condition of the atmosphere at a certain time and place." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

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

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 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.

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 4 • Cluster 6 • Module 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Weather is what the atmosphere is like at a certain time and place.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (climate is the usual, long-term weather) with new words. **B** changes climate into weather (one single moment). **C** drops the long time, so it is not complete.
SAY Wednesday	Sample: “It can change fast, even in just a few hours.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Our area is known for having mostly hot summers.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Even though the weather changed all day, the climate where he lived stayed the same.” THINK: This shows the difference between weather and climate, the big idea of the passage. 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: “Weather is what the atmosphere is like at a certain time and place.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (climate is the usual, long-term weather) with new words. B changes climate into weather (one single moment). C drops the long time, so it is not complete. SAY, Sample: “It can change fast, even in just a few hours.” Same meaning and facts, new words. REBUILD, Sample: “Our area is known for having mostly hot summers.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Even though the weather changed all day, the climate where he lived stayed the same.” THINK: This shows the difference between weather and climate, the big idea of the passage. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Weather is what the atmosphere is like at a certain time and place.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (climate is the usual, long-term weather) with new words. B changes climate into weather (one single moment). C drops the long time, so it is not complete. · SAY, Sample: “It can change fast, even in just a few hours.” Same meaning and facts, new words. · REBUILD, Sample: “Our area is known for having mostly hot summers.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Even though the weather changed all day, the climate where he lived stayed the same.” THINK: This shows the difference between weather and climate, the big idea of the passage. 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.

Weather describes the condition of the atmosphere at a certain time. It can change quickly, even within a few hours.

Which sentence BEST paraphrases this part of the passage?

A Weather is what the atmosphere is like at a certain time, and it can change fast, even in hours.

B Weather is what the atmosphere is like, so no one can ever guess it.

C Weather stays the same for many years at a time.

D Weather 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: Weather describes the condition of the atmosphere at a certain time. It can change quickly, even within a few hours."

"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 26 of 36

Slide 10 of 10

Correct answer: A Weather is what the atmosphere is like at a certain time, and it can change fast, even in hours.

WHY THIS IS CORRECT

A keeps both ideas (weather is the atmosphere at a time, and it changes fast) 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 can guess it). C changes weather into climate (stays for years). D leaves out what weather is, 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, Weather is what the atmosphere is like at a certain time, and it can change fast, even in hours. A keeps both ideas (weather is the atmosphere at a time, and it changes fast) 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 can guess it). C changes weather into climate (stays for years). D leaves out what weather is, so it is not complete."

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

ANSWER KEY: A, Weather is what the atmosphere is like at a certain time, and it can change fast, even in hours

(7)(D) · Paraphrasing · Sheet 26 of 36 · Grade 4 • 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.

"Jayden misjudged the weather and assumed the day would continue like this."

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: 'Jayden misjudged the weather and assumed the day would continue like this.'"

▸ *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: "Jayden guessed the weather wrong and thought the day would stay the same." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 4 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Jayden guessed the weather wrong and thought the day would stay the same." 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 temperature dropped, and the air felt cooler against his skin."
A. It got colder, and the air felt cool against his skin.
B. It got warmer, and the air felt hot against his skin.
C. The temperature dropped.

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 temperature dropped, and the air felt cooler against his skin.' A. It got colder, and the air felt cool against his skin. B. It got warmer, and the air felt hot against his skin. C. The temperature dropped."

▸ *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 (it got colder, the air felt cool) with new words. B changes the meaning to the opposite (warmer, hot). C drops the cooler air, so it is not complete.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 4 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (it got colder, the air felt cool) with new words. B changes the meaning to the opposite (warmer, hot). C drops the cooler 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.

"Light rain began to fall, and teachers quickly moved everyone inside."

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: 'Light rain began to fall, and teachers quickly moved everyone inside.'"

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

ANSWER KEY: Sample: "It started to drizzle, and teachers hurried everyone indoors." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 4 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "It started to drizzle, and teachers hurried everyone indoors." 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: "Climate describes the usual weather patterns of a place over a long period of time."

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: 'Climate describes the usual weather patterns of a place over a long period of time.'*

▸ *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: "Climate is the usual weather a place has over many years." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 4 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Climate is the usual weather a place has over many years." 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): "While the weather had changed throughout the day, the climate where he lived stayed consistent."

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): 'While the weather had changed throughout the day, the climate where he lived stayed consistent.'*

▸ *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: "Even though the weather changed all day, the climate stayed the same." THINK: This shows weather and climate are not the same thing. 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: "Even though the weather changed all day, the climate stayed the same." THINK: This shows weather and climate are not the same thing. 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: "Jayden misjudged the weather and assumed the day would continue like this." 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 4 • Cluster 6 • Module 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Jayden guessed the weather wrong and thought the day would stay the same.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (it got colder, the air felt cool) with new words. **B** changes the meaning to the opposite (warmer, hot). **C** drops the cooler air, so it is not complete.
SAY Wednesday	Sample: “It started to drizzle, and teachers hurried everyone indoors.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Climate is the usual weather a place has over many years.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Even though the weather changed all day, the climate stayed the same.” THINK: This shows weather and climate are not the same thing. 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: “Jayden guessed the weather wrong and thought the day would stay the same.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (it got colder, the air felt cool) with new words. B changes the meaning to the opposite (warmer, hot). C drops the cooler air, so it is not complete. SAY, Sample: “It started to drizzle, and teachers hurried everyone indoors.” Same meaning and facts, new words. REBUILD, Sample: “Climate is the usual weather a place has over many years.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “Even though the weather changed all day, the climate stayed the same.” THINK: This shows weather and climate are not the same thing. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Jayden guessed the weather wrong and thought the day would stay the same.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (it got colder, the air felt cool) with new words. B changes the meaning to the opposite (warmer, hot). C drops the cooler air, so it is not complete. · SAY, Sample: “It started to drizzle, and teachers hurried everyone indoors.” Same meaning and facts, new words. · REBUILD, Sample: “Climate is the usual weather a place has over many years.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “Even though the weather changed all day, the climate stayed the same.” THINK: This shows weather and climate are not the same thing. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 4 • 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Even though today became rainy and cool, our area is still known for having mostly hot summers.

Which sentence BEST paraphrases this part of the passage?

A Although today turned rainy and cool, the area is usually known for hot summers.

B Although today turned rainy and cool, it never rains in this area at all.

C The area is known for having cold summers.

D Today became rainy and cool.

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 though today became rainy and cool, our area is still known for having mostly hot summers."

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

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

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A Although today turned rainy and cool, the area is usually known for hot summers.

WHY THIS IS CORRECT

A keeps both ideas (today was rainy and cool, but the area is usually hot in summer) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (it never rains). C reverses the meaning (cold summers). D leaves out the hot summers, so it is not complete.

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

~2 min

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

"Here is the payoff: the best paraphrase is A, Although today turned rainy and cool, the area is usually known for hot summers. A keeps both ideas (today was rainy and cool, but the area is usually hot in summer) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (it never rains). C reverses the meaning (cold summers). D leaves out the hot summers, so it is not complete."

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

ANSWER KEY: A, Although today turned rainy and cool, the area is usually known for hot summers

(7)(D) · Paraphrasing · Sheet 27 of 36 · Grade 4 • 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

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"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.

"While the weather had changed throughout the day, the climate where he lived stayed consistent."

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: 'While the weather had changed throughout the day, the climate where he lived stayed consistent.'"

▸ *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 weather changed all day, but the climate where he lived stayed the same." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 4 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The weather changed all day, but the climate where he lived stayed the same." 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: "Light rain began to fall, and teachers quickly moved everyone inside."
A. It started to drizzle, and teachers hurried everyone indoors.
B. Heavy snow began to fall, and teachers moved everyone inside.
C. Rain began to fall.

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: 'Light rain began to fall, and teachers quickly moved everyone inside.' A. It started to drizzle, and teachers hurried everyone indoors. B. Heavy snow began to fall, and teachers moved everyone inside. C. Rain began to fall."

▸ *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 (light rain fell, teachers moved everyone inside) with new words. B changes rain into heavy snow. C drops the teachers moving everyone inside, so it is not complete.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 4 • 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 (light rain fell, teachers moved everyone inside) with new words. B changes rain into heavy snow. C drops the teachers moving everyone inside, so it is not complete.

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

SAY

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

EXACT TEKS WORDING

"retell, 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 sun was already warming the air, and the morning felt calm and peaceful."

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

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

~4 min

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

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

"Read this with me: 'The sun was already warming the air, and the morning felt calm and peaceful.'"

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

ANSWER KEY: Sample: "The sun was warming the air, and the morning felt calm and peaceful." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 4 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "The sun was warming the air, and the morning felt calm and peaceful." 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: "Weather describes the condition of the atmosphere at a certain time and place."

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

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

~4 min

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

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

▸ *Read the task on the slide: Rewrite this sentence in your own words. Change the words and the order, but keep the meaning and the facts: 'Weather describes the condition of the atmosphere at a certain time and place.'*

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

ANSWER KEY: Sample: "Weather is what the atmosphere is like at a certain time and place." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 4 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Weather is what the atmosphere is like at a certain time and place." The words change, but the meaning stays.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

APPLY

"I can paraphrase evidence and explain it."

EXACT TEKS WORDING

"retell, 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): "Jayden realized that while the weather had changed all day, the climate stayed consistent 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): 'Jayden realized that while the weather had changed all day, the climate stayed consistent 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: "Jayden saw that the weather changed all day, but the climate stayed the same over time." THINK: This shows Jayden learned the difference between a single day and a long pattern. 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: "Jayden saw that the weather changed all day, but the climate stayed the same over time." THINK: This shows Jayden learned the difference between a single day and a long pattern. 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: "While the weather had changed throughout the day, the climate where he lived stayed consistent." 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.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 4 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “The weather changed all day, but the climate where he lived stayed the same.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (light rain fell, teachers moved everyone inside) with new words. **B** changes rain into heavy snow. **C** drops the teachers moving everyone inside, so it is not complete.
SAY Wednesday	Sample: “The sun was warming the air, and the morning felt calm and peaceful.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Weather is what the atmosphere is like at a certain time and place.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Jayden saw that the weather changed all day, but the climate stayed the same over time.” THINK: This shows Jayden learned the difference between a single day and a long pattern. 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 weather changed all day, but the climate where he lived stayed the same.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (light rain fell, teachers moved everyone inside) with new words. B changes rain into heavy snow. C drops the teachers moving everyone inside, so it is not complete. SAY, Sample: “The sun was warming the air, and the morning felt calm and peaceful.” Same meaning and facts, new words. REBUILD, Sample: “Weather is what the atmosphere is like at a certain time and place.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Jayden saw that the weather changed all day, but the climate stayed the same over time.” THINK: This shows Jayden learned the difference between a single day and a long pattern. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The weather changed all day, but the climate where he lived stayed the same.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (light rain fell, teachers moved everyone inside) with new words. B changes rain into heavy snow. C drops the teachers moving everyone inside, so it is not complete. · SAY, Sample: “The sun was warming the air, and the morning felt calm and peaceful.” Same meaning and facts, new words. · REBUILD, Sample: “Weather is what the atmosphere is like at a certain time and place.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Jayden saw that the weather changed all day, but the climate stayed the same over time.” THINK: This shows Jayden learned the difference between a single day and a long pattern. 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 28 of 36

Slide 9 of 10

Read this part of the passage.

Climate describes the usual weather patterns of a place over a long period of time.

Which sentence BEST paraphrases this part of the passage?

A Climate is the kind of weather a place usually has over many years.

B Climate is the kind of weather a place has, and it never, ever changes.

C Climate is the weather at one exact moment in time.

D Climate describes patterns.

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: Climate describes the usual weather patterns of a place over a long period of 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.

(7)(D) · Paraphrasing · Sheet 28 of 36 · Grade 4 • Cluster 6 • Module 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A Climate is the kind of weather a place usually has over many years.

WHY THIS IS CORRECT

A keeps the meaning (climate is the usual weather over a long time) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (never changes). C changes climate into weather (one exact moment). D leaves out the long time, 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, Climate is the kind of weather a place usually has over many years. A keeps the meaning (climate is the usual weather over a long 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 (never changes). C changes climate into weather (one exact moment). D leaves out the long time, so it is not complete."

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

ANSWER KEY: A, Climate is the kind of weather a place usually has over many years

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 basket, story, song, or seed can travel far to meet a need."

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 basket, story, song, or seed can travel far to meet a need.'"

▸ *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 basket, story, song, or seed can travel a long way to meet a need." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 4 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "A basket, story, song, or seed can travel a long way to meet a need." 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: "Along the rivers, canoes glide, with food and pottery tucked inside."
A. Canoes slide along the rivers, carrying food and pottery.
B. Along the rivers, canoes sink with their food and pottery.
C. Canoes glide along the rivers.

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

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

~4 min

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

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

"Read these with me: Source: 'Along the rivers, canoes glide, with food and pottery tucked inside.' A. Canoes slide along the rivers, carrying food and pottery. B. Along the rivers, canoes sink with their food and pottery. C. Canoes glide along the rivers."

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

ANSWER KEY: A is best. It keeps the meaning (canoes carry food and pottery along the rivers) with new words. B changes glide into sink. C drops the food and pottery, so it is not complete.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 4 • 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 (canoes carry food and pottery along the rivers) with new words. B changes glide into sink. C drops the food and pottery, 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.

"Neighbors meet and goods are shared, and friendships grow because they cared."

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: 'Neighbors meet and goods are shared, and friendships grow because they cared.'"

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

ANSWER KEY: Sample: "Neighbors meet and trade goods, and friendships grow because they cared." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 4 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Neighbors meet and trade goods, and friendships grow because they cared." 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: "Across the desert, camels carry salt and precious gold."

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: 'Across the desert, camels carry salt and precious gold.'*

▸ *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: "Camels carry salt and precious gold across the desert." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 4 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Camels carry salt and precious gold across the desert." 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): "A road is more than dirt or stone; it reaches farther than we've known."

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): 'A road is more than dirt or stone; it reaches farther than we've known.'*

▸ *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: "A road is more than dirt or stone, because it reaches farther than we knew." THINK: This shows the poem's idea that roads connect people, not just places. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 4 • Cluster 7 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "A road is more than dirt or stone, because it reaches farther than we knew." THINK: This shows the poem's idea that roads connect people, not just places. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 29 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "A basket, story, song, or seed can travel far to meet a need." 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.

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 basket, story, song, or seed can travel a long way to meet a need.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (canoes carry food and pottery along the rivers) with new words. **B** changes glide into sink. **C** drops the food and pottery, so it is not complete.
SAY Wednesday	Sample: “Neighbors meet and trade goods, and friendships grow because they cared.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Camels carry salt and precious gold across the desert.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “A road is more than dirt or stone, because it reaches farther than we knew.” THINK: This shows the poem’s idea that roads connect people, not just places. 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 basket, story, song, or seed can travel a long way to meet a need.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (canoes carry food and pottery along the rivers) with new words. B changes glide into sink. C drops the food and pottery, so it is not complete. SAY, Sample: “Neighbors meet and trade goods, and friendships grow because they cared.” Same meaning and facts, new words. REBUILD, Sample: “Camels carry salt and precious gold across the desert.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “A road is more than dirt or stone, because it reaches farther than we knew.” THINK: This shows the poem’s idea that roads connect people, not just places. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “A basket, story, song, or seed can travel a long way to meet a need.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (canoes carry food and pottery along the rivers) with new words. B changes glide into sink. C drops the food and pottery, so it is not complete. · SAY, Sample: “Neighbors meet and trade goods, and friendships grow because they cared.” Same meaning and facts, new words. · REBUILD, Sample: “Camels carry salt and precious gold across the desert.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “A road is more than dirt or stone, because it reaches farther than we knew.” THINK: This shows the poem’s idea that roads connect people, not just places. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 29 of 36 · Grade 4 • Cluster 7 • 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.

Along the rivers, canoes glide, with food and pottery tucked inside. Neighbors meet and goods are shared.

Which sentence BEST paraphrases this part of the passage?

A Canoes carry food and pottery along the rivers, where neighbors meet and trade goods.

B Canoes carry food and pottery along the rivers, and then the canoes race each other.

C The canoes travel the rivers carrying no goods at all.

D Canoes glide along the rivers.

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: Along the rivers, canoes glide, with food and pottery tucked inside. Neighbors meet and goods are shared."

"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 Canoes carry food and pottery along the rivers, where neighbors meet and trade goods.

WHY THIS IS CORRECT

A keeps both ideas (canoes carry goods, and neighbors meet and trade) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (racing). C reverses the meaning (no goods). D leaves out the neighbors and the trading, so it is not complete.

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

~2 min

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

"Here is the payoff: the best paraphrase is A, Canoes carry food and pottery along the rivers, where neighbors meet and trade goods. A keeps both ideas (canoes carry goods, and neighbors meet and trade) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (racing). C reverses the meaning (no goods). D leaves out the neighbors and the trading, so it is not complete."

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

ANSWER KEY: A, Canoes carry food and pottery along the rivers, where neighbors meet and trade goods

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.

"Across the desert, camels carry salt and precious gold."

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: 'Across the desert, camels carry salt and precious gold.'"

▸ *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: "Camels carry salt and precious gold across the desert." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 4 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Camels carry salt and precious gold across the desert." 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 carry people, goods, and views, and sometimes change the lives they choose."
A. Ships carry people, goods, and ideas, and can change lives.
B. They carry only gold and nothing else at all.
C. They carry people.

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 carry people, goods, and views, and sometimes change the lives they choose.' A. Ships carry people, goods, and ideas, and can change lives. B. They carry only gold and nothing else at all. C. They carry people."

▸ *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 (ships carry people, goods, and ideas, and can change lives) with new words. B changes the meaning (only gold, nothing else). C drops the goods, ideas, and changed lives, so it is not complete.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 4 • 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 the meaning (ships carry people, goods, and ideas, and can change lives) with new words. B changes the meaning (only gold, nothing else). C drops the goods, ideas, and changed lives, 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.

"Across the water, ships may sail, through morning sun or stormy gale."

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: 'Across the water, ships may sail, through morning sun or stormy gale.'"

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

ANSWER KEY: Sample: "Ships sail across the water through bright morning sun or fierce storms." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 4 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Ships sail across the water through bright morning sun or fierce storms." Same meaning and facts, new words.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

REBUILD

"I can rebuild it in my own words."

EXACT TEKS WORDING

"retell, 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: "For when two different pathways meet, new thoughts can travel with our feet."

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: 'For when two different pathways meet, new thoughts can travel with our feet.'*

▸ *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 two different paths meet, new ideas can travel with us." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 4 • Cluster 7 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "When two different paths meet, new ideas can travel with us." 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): "A road is more than dirt or stone; it reaches farther than we've known."

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): 'A road is more than dirt or stone; it reaches farther than we've known.'*

▸ *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: "A road is more than dirt or stone, because it reaches farther than we knew." THINK: This shows roads carry ideas, not just goods. 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: "A road is more than dirt or stone, because it reaches farther than we knew." THINK: This shows roads carry ideas, not just goods. 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: "Across the desert, camels carry salt and precious gold." 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.

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 30 of 36

Slide 8 of 10

MEANING Monday	Sample: “Camels carry salt and precious gold across the desert.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (ships carry people, goods, and ideas, and can change lives) with new words. **B** changes the meaning (only gold, nothing else). **C** drops the goods, ideas, and changed lives, so it is not complete.
SAY Wednesday	Sample: “Ships sail across the water through bright morning sun or fierce storms.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “When two different paths meet, new ideas can travel with us.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “A road is more than dirt or stone, because it reaches farther than we knew.” THINK: This shows roads carry ideas, not just goods. 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: “Camels carry salt and precious gold across the desert.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (ships carry people, goods, and ideas, and can change lives) with new words. B changes the meaning (only gold, nothing else). C drops the goods, ideas, and changed lives, so it is not complete. SAY, Sample: “Ships sail across the water through bright morning sun or fierce storms.” Same meaning and facts, new words. REBUILD, Sample: “When two different paths meet, new ideas can travel with us.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “A road is more than dirt or stone, because it reaches farther than we knew.” THINK: This shows roads carry ideas, not just goods. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Camels carry salt and precious gold across the desert.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (ships carry people, goods, and ideas, and can change lives) with new words. B changes the meaning (only gold, nothing else). C drops the goods, ideas, and changed lives, so it is not complete. · SAY, Sample: “Ships sail across the water through bright morning sun or fierce storms.” Same meaning and facts, new words. · REBUILD, Sample: “When two different paths meet, new ideas can travel with us.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “A road is more than dirt or stone, because it reaches farther than we knew.” THINK: This shows roads carry ideas, not just goods. 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 30 of 36

Slide 9 of 10

Read this part of the passage.

Across the desert, camels go... They carry salt and precious gold, and news of places yet untold.

Which sentence BEST paraphrases this part of the passage?

A Camels cross the desert carrying salt, gold, and news from faraway places.

B Camels cross the desert, and the camels can talk to each other.

C Camels carry only water as they cross the desert.

D Camels go across the desert.

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: Across the desert, camels go... They carry salt and precious gold, and news of places yet untold."

"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 30 of 36

Slide 10 of 10

Correct answer: A Camels cross the desert carrying salt, gold, and news from faraway places.

WHY THIS IS CORRECT

A keeps all the ideas (camels cross the desert with salt, gold, and news) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (camels talk). C changes the goods to only water. D leaves out what they carry, 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, Camels cross the desert carrying salt, gold, and news from faraway places. A keeps all the ideas (camels cross the desert with salt, gold, and news) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (camels talk). C changes the goods to only water. D leaves out what they carry, so it is not complete."

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

ANSWER KEY: A, Camels cross the desert carrying salt, gold, and news from faraway places

(7)(D) · Paraphrasing · Sheet 30 of 36 · Grade 4 • Cluster 7 • 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"

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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.

"A road is more than dirt or stone; it reaches farther than we've known."

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 road is more than dirt or stone; it reaches farther than we've known.'"

▸ *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 road is more than dirt or stone, because it reaches farther than we knew." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 4 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "A road is more than dirt or stone, because it reaches farther than we knew." 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: "Neighbors meet and goods are shared, and friendships grow because they cared."
A. Neighbors meet and trade goods, and friendships grow because they cared.
B. Neighbors meet but never share anything with each other.
C. Neighbors meet.

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: 'Neighbors meet and goods are shared, and friendships grow because they cared.' A. Neighbors meet and trade goods, and friendships grow because they cared. B. Neighbors meet but never share anything with each other. C. Neighbors meet."

▸ *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 (neighbors meet, trade, and grow friendships) with new words. B changes the meaning to the opposite (never share). C drops the sharing and the friendship, so it is not complete.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 4 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's choose answer. Expected: an answer that matches, A is best. It keeps the meaning (neighbors meet, trade, and grow friendships) with new words. B changes the meaning to the opposite (never share). C drops the sharing and the friendship, 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 carry salt and precious gold, and news of places yet untold."

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 carry salt and precious gold, and news of places yet untold.'"

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

ANSWER KEY: Sample: "They carry salt and gold, and news of places not yet told." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 4 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "They carry salt and gold, and news of places not yet told." 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: "Across the water, ships carry people, goods, and views."

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: 'Across the water, ships carry people, goods, and views.'*

▸ *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: "Ships carry people, goods, and ideas across the water." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 4 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Ships carry people, goods, and ideas across the water." 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): "For when two different pathways meet, new thoughts can travel with our feet."

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): 'For when two different pathways meet, new thoughts can travel with our feet.'*

▸ *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 two different paths meet, new ideas can travel with us." THINK: This shows the poem's message that meeting others spreads new ideas. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 4 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "When two different paths meet, new ideas can travel with us." THINK: This shows the poem's message that meeting others spreads new ideas. 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: "A road is more than dirt or stone; it reaches farther than we've known." 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: “A road is more than dirt or stone, because it reaches farther than we knew.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (neighbors meet, trade, and grow friendships) with new words. **B** changes the meaning to the opposite (never share). **C** drops the sharing and the friendship, so it is not complete.
SAY Wednesday	Sample: “They carry salt and gold, and news of places not yet told.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Ships carry people, goods, and ideas across the water.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “When two different paths meet, new ideas can travel with us.” THINK: This shows the poem’s message that meeting others spreads new ideas. 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 road is more than dirt or stone, because it reaches farther than we knew.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (neighbors meet, trade, and grow friendships) with new words. B changes the meaning to the opposite (never share). C drops the sharing and the friendship, so it is not complete. SAY, Sample: “They carry salt and gold, and news of places not yet told.” Same meaning and facts, new words. REBUILD, Sample: “Ships carry people, goods, and ideas across the water.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “When two different paths meet, new ideas can travel with us.” THINK: This shows the poem’s message that meeting others spreads new ideas. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “A road is more than dirt or stone, because it reaches farther than we knew.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (neighbors meet, trade, and grow friendships) with new words. B changes the meaning to the opposite (never share). C drops the sharing and the friendship, so it is not complete. · SAY, Sample: “They carry salt and gold, and news of places not yet told.” Same meaning and facts, new words. · REBUILD, Sample: “Ships carry people, goods, and ideas across the water.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “When two different paths meet, new ideas can travel with us.” THINK: This shows the poem’s message that meeting others spreads new ideas. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 4 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

A road is more than dirt or stone; it reaches farther than we've known. For when two different pathways meet, new thoughts can travel.

Which sentence BEST paraphrases this part of the passage?

A A road is more than just dirt or stone, because when two paths meet, new ideas can travel too.

B A road is more than dirt or stone, and every road is made of gold.

C A road is only dirt and stone and nothing more.

D A road is more than dirt.

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 road is more than dirt or stone; it reaches farther than we've known. For when two different pathways meet, new thoughts can travel."

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

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

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

SHEET 31 of 36

Slide 10 of 10

Correct answer: A A road is more than just dirt or stone, because when two paths meet, new ideas can travel too.

WHY THIS IS CORRECT

A keeps both ideas (a road is more than dirt or stone, and meeting paths lets ideas travel) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (made of gold). C reverses the meaning (only dirt and stone). D leaves out the new ideas, so it is not complete.

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

~2 min

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

"Here is the payoff: the best paraphrase is A, A road is more than just dirt or stone, because when two paths meet, new ideas can travel too. A keeps both ideas (a road is more than dirt or stone, and meeting paths lets ideas travel) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (made of gold). C reverses the meaning (only dirt and stone). D leaves out the new ideas, so it is not complete."

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

ANSWER KEY: A, A road is more than just dirt or stone, because when two paths meet, new ideas can travel too

(7)(D) · Paraphrasing · Sheet 31 of 36 · Grade 4 • Cluster 7 • Module 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell, 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.

"For when two different pathways meet, new thoughts can travel with our feet."

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: 'For when two different pathways meet, new thoughts can travel with our feet.'"

▸ *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 two different paths meet, new ideas can travel with us." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 4 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "When two different paths meet, new ideas can travel with us." 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: "Across the water, ships may sail, through morning sun or stormy gale."
A. Ships sail across the water in bright morning sun or in storms.
B. Ships stay in the harbor and never sail at all.
C. Ships may sail.

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: 'Across the water, ships may sail, through morning sun or stormy gale.' A. Ships sail across the water in bright morning sun or in storms. B. Ships stay in the harbor and never sail at all. C. Ships may sail."

▸ *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 (ships sail in sun or in storms) with new words. B changes the meaning to the opposite (never sail). C drops the sun and the storms, so it is not complete.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 4 • 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 the meaning (ships sail in sun or in storms) with new words. B changes the meaning to the opposite (never sail). C drops the sun and the storms, 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 basket, story, song, or seed can travel far to meet a need."

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 basket, story, song, or seed can travel far to meet a need.'"

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

ANSWER KEY: Sample: "A basket, story, song, or seed can travel a long way to meet a need." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 4 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "A basket, story, song, or seed can travel a long way to meet a need." 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: "Neighbors meet and goods are shared, and friendships grow because they cared."

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: 'Neighbors meet and goods are shared, and friendships grow because they cared.'*

▸ *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: "Neighbors meet and trade goods, and friendships grow because they cared." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 4 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Neighbors meet and trade goods, and friendships grow because they cared." 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): "A road is more than dirt or stone; it reaches farther than we've known."

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): 'A road is more than dirt or stone; it reaches farther than we've known.'*

▸ *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: "A road is more than dirt or stone, because it reaches farther than we knew." THINK: This shows the poem's idea that roads connect people and ideas. 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: "A road is more than dirt or stone, because it reaches farther than we knew." THINK: This shows the poem's idea that roads connect people and ideas. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 32 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrase a text in a way that keeps the meaning, the facts, and the logical order.	Source: "For when two different pathways meet, new thoughts can travel with our feet." 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.

(7)(D) · Paraphrasing · Sheet 32 of 36 · Grade 4 • Cluster 7 • Module 4

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

SHEET 32 of 36

Slide 8 of 10

MEANING Monday	Sample: “When two different paths meet, new ideas can travel with us.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (ships sail in sun or in storms) with new words. **B** changes the meaning to the opposite (never sail). **C** drops the sun and the storms, so it is not complete.
SAY Wednesday	Sample: “A basket, story, song, or seed can travel a long way to meet a need.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Neighbors meet and trade goods, and friendships grow because they cared.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “A road is more than dirt or stone, because it reaches farther than we knew.” THINK: This shows the poem’s idea that roads connect people and ideas. 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 two different paths meet, new ideas can travel with us.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (ships sail in sun or in storms) with new words. B changes the meaning to the opposite (never sail). C drops the sun and the storms, so it is not complete. SAY, Sample: “A basket, story, song, or seed can travel a long way to meet a need.” Same meaning and facts, new words. REBUILD, Sample: “Neighbors meet and trade goods, and friendships grow because they cared.” The words change, but the meaning stays. APPLY, TAP paraphrase: “A road is more than dirt or stone, because it reaches farther than we knew.” THINK: This shows the poem’s idea that roads connect people and ideas. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “When two different paths meet, new ideas can travel with us.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (ships sail in sun or in storms) with new words. B changes the meaning to the opposite (never sail). C drops the sun and the storms, so it is not complete. · SAY, Sample: “A basket, story, song, or seed can travel a long way to meet a need.” Same meaning and facts, new words. · REBUILD, Sample: “Neighbors meet and trade goods, and friendships grow because they cared.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “A road is more than dirt or stone, because it reaches farther than we knew.” THINK: This shows the poem’s idea that roads connect people and ideas. 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 carry people, goods, and views, and sometimes change the lives they choose.

Which sentence BEST paraphrases this part of the passage?

A Ships carry people, goods, and ideas, and can even change people's lives.

B Ships carry people, goods, and ideas, and they never sink in a storm.

C Ships carry nothing but empty boxes.

D They carry 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: They carry people, goods, and views, and sometimes change the lives they choose."

"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 Ships carry people, goods, and ideas, and can even change people's lives.

WHY THIS IS CORRECT

A keeps both ideas (they carry people, goods, and views, and can change lives) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (never sink). C reverses the meaning (empty boxes). D leaves out the goods, the views, and the changed lives, 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, Ships carry people, goods, and ideas, and can even change people's lives. A keeps both ideas (they carry people, goods, and views, and can change lives) 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 sink). C reverses the meaning (empty boxes). D leaves out the goods, the views, and the changed lives, so it is not complete."

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

ANSWER KEY: A, Ships carry people, goods, and ideas, and can even change people's lives

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.

"Every society begins somewhere."

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

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

~2 min

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

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

"Read this with me: 'Every society begins somewhere.'"

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

ANSWER KEY: Sample: "Every society starts in some place." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 4 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Every society starts in some place." Same meaning, new words.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can pick the true paraphrase."

EXACT TEKS WORDING

"retell, 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: "Different environments provide different possibilities."
A. Different environments offer different chances and options.
B. All environments provide the exact same possibilities.
C. Environments provide 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: 'Different environments provide different possibilities.' A. Different environments offer different chances and options. B. All environments provide the exact same possibilities. C. Environments provide 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 (different environments give different options) with new words. B changes the meaning to the opposite (exact same). C drops that the options are different, so it is not complete.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 4 • 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 (different environments give different options) with new words. B changes the meaning to the opposite (exact same). C drops that the options are different, 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.

"Geography describes more than where a place is located on a map."

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: 'Geography describes more than where a place is located on a map.'"

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

ANSWER KEY: Sample: "Geography is about more than just where a place sits on a map." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 4 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Geography is about more than just where a place sits on a map." 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 community near a river may have water for farming and transportation."

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 community near a river may have water for farming and transportation.'*

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

ANSWER KEY: Sample: "A community close to a river can use the water for farming and travel." The words and order change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 4 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "A community close to a river can use the water for farming and travel." 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 land did not build Caddo communities by itself; people had to decide how to use what was available."

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 land did not build Caddo communities by itself; people had to decide how to use what was available.'*

▸ *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 land alone did not build the Caddo communities; people chose how to use what they had." THINK: This shows the passage's point, that people, not just the land, shape a society. 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 land alone did not build the Caddo communities; people chose how to use what they had." THINK: This shows the passage's point, that people, not just the land, shape a society. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 33 of 36

Slide 7 of 10

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

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

MY OWN EXAMPLE:

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

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 33 of 36, and complete the (7)(D) row.**

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

⏱ ~5 min

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

"Now make this thinking your own."

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “Every society starts in some place.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (different environments give different options) with new words. **B** changes the meaning to the opposite (exact same). **C** drops that the options are different, so it is not complete.
SAY Wednesday	Sample: “Geography is about more than just where a place sits on a map.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “A community close to a river can use the water for farming and travel.” The words and order change, but the meaning stays.
APPLY Friday	TAP paraphrase: “The land alone did not build the Caddo communities; people chose how to use what they had.” THINK: This shows the passage’s point, that people, not just the land, shape a society. The paraphrase is the evidence, not the explanation.

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

~3 min

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

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

▸ *Walk through the answers and have students self-check: MEANING, Sample: “Every society starts in some place.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (different environments give different options) with new words. B changes the meaning to the opposite (exact same). C drops that the options are different, so it is not complete. SAY, Sample: “Geography is about more than just where a place sits on a map.” Same meaning and facts, new words. REBUILD, Sample: “A community close to a river can use the water for farming and travel.” The words and order change, but the meaning stays. APPLY, TAP paraphrase: “The land alone did not build the Caddo communities; people chose how to use what they had.” THINK: This shows the passage’s point, that people, not just the land, shape a society. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Every society starts in some place.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (different environments give different options) with new words. B changes the meaning to the opposite (exact same). C drops that the options are different, so it is not complete. · SAY, Sample: “Geography is about more than just where a place sits on a map.” Same meaning and facts, new words. · REBUILD, Sample: “A community close to a river can use the water for farming and travel.” The words and order change, but the meaning stays. · APPLY, TAP paraphrase: “The land alone did not build the Caddo communities; people chose how to use what they had.” THINK: This shows the passage’s point, that people, not just the land, shape a society. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 4 • Cluster 8 • Module 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Geography describes more than where a place is located on a map. It includes landforms, water, climate, plants, animals, and natural resources.

Which sentence BEST paraphrases this part of the passage?

A Geography is more than a place's location; it also covers its landforms, water, climate, plants, animals, and resources.

B Geography is more than a place's location, and it also decides how people feel each day.

C Geography is only about where a place is found on a map.

D Geography describes places.

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: Geography describes more than where a place is located on a map. It includes landforms, water, climate, plants, animals, and natural resources."

"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 4 • 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.

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SHOW WHAT YOU KNOW, Answer

TEKS (7)(D) • Paraphrasing

Correct answer: A Geography is more than a place's location; it also covers its landforms, water, climate, plants, animals, and resources.

WHY THIS IS CORRECT

A keeps both ideas (geography is more than location, and what it includes) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (how people feel). C reverses the meaning (only location). D leaves out what geography includes, 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, Geography is more than a place's location; it also covers its landforms, water, climate, plants, animals, and resources. A keeps both ideas (geography is more than location, and what it includes) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (how people feel). C reverses the meaning (only location). D leaves out what geography includes, so it is not complete."

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

ANSWER KEY: A, Geography is more than a place's location; it also covers its landforms, water, climate, plants, animals, and resources

(7)(D) · Paraphrasing · Sheet 33 of 36 · Grade 4 • Cluster 8 • 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 location of a society can affect the food people grow and the homes they build."

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 location of a society can affect the food people grow and the homes they build.'"

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

ANSWER KEY: Sample: "Where a society is located can shape the food people grow and the homes they build." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 4 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "Where a society is located can shape the food people grow and the homes they build." 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: "A community near a river may have water for farming and transportation."
A. A community close to a river can use its water for farming and travel.
B. A community near a river never has enough water.
C. A community near a river has water.

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

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

~4 min

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

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

"Read these with me: Source: 'A community near a river may have water for farming and transportation.' A. A community close to a river can use its water for farming and travel. B. A community near a river never has enough water. C. A community near a river has water."

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

ANSWER KEY: A is best. It keeps the meaning (a river community can use water for farming and travel) with new words. B changes the meaning to the opposite (never enough water). C drops what the water is used for, so it is not complete.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 4 • 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 (a river community can use water for farming and travel) with new words. B changes the meaning to the opposite (never enough water). C drops what the water is used for, so it is not complete.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

SAY

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

EXACT TEKS WORDING

"retell, 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.

"Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life."

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: 'Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life.'"

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

ANSWER KEY: Sample: "Many Caddo communities grew in what is now East Texas, where rivers, forests, and rich land supported daily life." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 4 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Many Caddo communities grew in what is now East Texas, where rivers, forests, and rich land supported daily life." 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: "Families grew crops such as corn, beans, and squash."

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: 'Families grew crops such as corn, beans, and squash.'*

▸ *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: "Families raised crops like corn, beans, and squash." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 4 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Families raised crops like corn, beans, and squash." 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 had to understand the environment and decide how to use what was available."

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 had to understand the environment and decide how to use what was available.'*

▸ *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 had to learn about their surroundings and choose how to use what was there." THINK: This shows that success came from people's choices, not just the land. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 4 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "People had to learn about their surroundings and choose how to use what was there." THINK: This shows that success came from people's choices, not just 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 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: "The location of a society can affect the food people grow and the homes they build." 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

SHEET 34 of 36

Slide 8 of 10

MEANING Monday	Sample: “Where a society is located can shape the food people grow and the homes they build.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (a river community can use water for farming and travel) with new words. **B** changes the meaning to the opposite (never enough water). **C** drops what the water is used for, so it is not complete.
SAY Wednesday	Sample: “Many Caddo communities grew in what is now East Texas, where rivers, forests, and rich land supported daily life.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Families raised crops like corn, beans, and squash.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “People had to learn about their surroundings and choose how to use what was there.” THINK: This shows that success came from people’s choices, not just 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: “Where a society is located can shape the food people grow and the homes they build.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (a river community can use water for farming and travel) with new words. B changes the meaning to the opposite (never enough water). C drops what the water is used for, so it is not complete. SAY, Sample: “Many Caddo communities grew in what is now East Texas, where rivers, forests, and rich land supported daily life.” Same meaning and facts, new words. REBUILD, Sample: “Families raised crops like corn, beans, and squash.” The words change, but the meaning stays. APPLY, TAP paraphrase: “People had to learn about their surroundings and choose how to use what was there.” THINK: This shows that success came from people’s choices, not just the land. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “Where a society is located can shape the food people grow and the homes they build.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (a river community can use water for farming and travel) with new words. B changes the meaning to the opposite (never enough water). C drops what the water is used for, so it is not complete. · SAY, Sample: “Many Caddo communities grew in what is now East Texas, where rivers, forests, and rich land supported daily life.” Same meaning and facts, new words. · REBUILD, Sample: “Families raised crops like corn, beans, and squash.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “People had to learn about their surroundings and choose how to use what was there.” THINK: This shows that success came from people’s choices, not just the land. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 34 of 36 · Grade 4 • Cluster 8 • Module 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life.

Which sentence BEST paraphrases this part of the passage?

A In what is now East Texas, many Caddo communities grew where rivers, forests, and rich land supported everyday life.

B In what is now East Texas, the Caddo built large cities out of stone.

C The Caddo lived in dry deserts where there was little water.

D The Caddo lived in East 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: Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported 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

Correct answer: A In what is now East Texas, many Caddo communities grew where rivers, forests, and rich land supported everyday life.

WHY THIS IS CORRECT

A keeps both ideas (the Caddo grew in East Texas, and the rivers, forests, and land supported life) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (stone cities). C reverses the meaning (dry deserts). D leaves out how the land supported life, 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 what is now East Texas, many Caddo communities grew where rivers, forests, and rich land supported everyday life. A keeps both ideas (the Caddo grew in East Texas, and the rivers, forests, and land supported 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 (stone cities). C reverses the meaning (dry deserts). D leaves out how the land supported life, so it is not complete."

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

ANSWER KEY: A, In what is now East Texas, many Caddo communities grew where rivers, forests, and rich land supported everyday life

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 land did not build Caddo communities by itself."

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 land did not build Caddo communities by itself.'"

▸ *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 land did not build the Caddo communities all by itself." Same meaning, new words.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 4 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "The land did not build the Caddo communities all by itself." 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: "Families grew crops such as corn, beans, and squash."
A. Families raised crops like corn, beans, and squash.
B. Families grew only corn and nothing else.
C. Families grew crops.

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: 'Families grew crops such as corn, beans, and squash.' A. Families raised crops like corn, beans, and squash. B. Families grew only corn and nothing else. C. Families grew crops."

▸ *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 (families grew corn, beans, and squash) with new words. B changes the meaning (only corn). C drops which crops, so it is not complete.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 4 • 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 (families grew corn, beans, and squash) with new words. B changes the meaning (only corn). C drops which crops, 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 location of a society can affect the work people do and the resources they use."

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 location of a society can affect the work people do and the resources they use.'"

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

ANSWER KEY: Sample: "Where a society is located can shape the work people do and the resources they use." Same meaning and facts, new words.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 4 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "Where a society is located can shape the work people do and the resources they use." 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: "Geography includes landforms, bodies of water, climate, plants, animals, and natural resources."

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: 'Geography includes landforms, bodies of water, climate, plants, animals, and natural resources.'*

▸ *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: "Geography includes landforms, water, climate, plants, animals, and natural resources." The words change, but the meaning stays.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 4 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Geography includes landforms, water, climate, plants, animals, and natural resources." 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 had to understand the environment and decide how to use what was available."

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 had to understand the environment and decide how to use what was available.'*

▸ *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 had to learn about their environment and choose how to use what was there." THINK: This shows the big idea, that people shape a society by their choices. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 4 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "People had to learn about their environment and choose how to use what was there." THINK: This shows the big idea, that people shape a society by their choices. 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 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: "The land did not build Caddo communities by itself." Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

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

➜ **Now open your Standards Sweep Paraphrasing Tracking Sheet, 35 of 36, and complete the (7)(D) row.**

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

⏱ ~5 min

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

"Now make this thinking your own."

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “The land did not build the Caddo communities all by itself.” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (families grew corn, beans, and squash) with new words. **B** changes the meaning (only corn). **C** drops which crops, so it is not complete.
SAY Wednesday	Sample: “Where a society is located can shape the work people do and the resources they use.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Geography includes landforms, water, climate, plants, animals, and natural resources.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “People had to learn about their environment and choose how to use what was there.” THINK: This shows the big idea, that people shape a society by their choices. 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 land did not build the Caddo communities all by itself.” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (families grew corn, beans, and squash) with new words. B changes the meaning (only corn). C drops which crops, so it is not complete. SAY, Sample: “Where a society is located can shape the work people do and the resources they use.” Same meaning and facts, new words. REBUILD, Sample: “Geography includes landforms, water, climate, plants, animals, and natural resources.” The words change, but the meaning stays. APPLY, TAP paraphrase: “People had to learn about their environment and choose how to use what was there.” THINK: This shows the big idea, that people shape a society by their choices. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “The land did not build the Caddo communities all by itself.” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (families grew corn, beans, and squash) with new words. B changes the meaning (only corn). C drops which crops, so it is not complete. · SAY, Sample: “Where a society is located can shape the work people do and the resources they use.” Same meaning and facts, new words. · REBUILD, Sample: “Geography includes landforms, water, climate, plants, animals, and natural resources.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “People had to learn about their environment and choose how to use what was there.” THINK: This shows the big idea, that people shape a society by their choices. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 4 • 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.

The land did not build Caddo communities by itself. People had to understand the environment and decide how to use what was available.

Which sentence BEST paraphrases this part of the passage?

A The land alone did not create the Caddo communities; people had to learn about their surroundings and choose how to use them.

B The land did not create the Caddo communities, so the Caddo left the land behind.

C The land built the Caddo communities all on its own.

D The land did not build the communities.

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 land did not build Caddo communities by itself. People had to understand the environment and decide how to use what was available."

"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 land alone did not create the Caddo communities; people had to learn about their surroundings and choose how to use them.

WHY THIS IS CORRECT

A keeps both ideas (the land alone did not build the communities, and people had to understand and choose) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (left the land). C reverses the meaning (land built it alone). D leaves out the people's choices, 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 land alone did not create the Caddo communities; people had to learn about their surroundings and choose how to use them. A keeps both ideas (the land alone did not build the communities, and people had to understand and choose) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (left the land). C reverses the meaning (land built it alone). D leaves out the people's choices, so it is not complete."

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

ANSWER KEY: A, The land alone did not create the Caddo communities; people had to learn about their surroundings and choose how to use them

(7)(D) · Paraphrasing · Sheet 35 of 36 · Grade 4 • Cluster 8 • Module 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

PARAPHRASING

EXACT TEKS WORDING (from TEA)

"retell, 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.

"How does the world around people help shape the world they create?"

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: 'How does the world around people help shape the world they create?'"

▸ *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: "How does the world around people help shape the world they build?" Same meaning, new words.

CHECK FOR UNDERSTANDING

Ask a student for today's meaning answer. Expected: an answer that matches, Sample: "How does the world around people help shape the world they build?" 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 location of a society can affect the food people grow, the homes they build, and the work they do."
A. Where a society is located can shape the food, homes, and jobs of its people.
B. The location of a society has no effect at all on its people.
C. Location affects food.

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

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

~4 min

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

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

"Read these with me: Source: 'The location of a society can affect the food people grow, the homes they build, and the work they do.' A. Where a society is located can shape the food, homes, and jobs of its people. B. The location of a society has no effect at all on its people. C. Location affects food."

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

ANSWER KEY: A is best. It keeps the meaning (location shapes food, homes, and work) with new words. B changes the meaning to the opposite (no effect). C drops the homes and the work, 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 (location shapes food, homes, and work) with new words. B changes the meaning to the opposite (no effect). C drops the homes and the work, 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.

"People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region."

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

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

~4 min

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

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

"Read this with me: 'People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region.'"

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

ANSWER KEY: Sample: "People might live by a river, on a grassy plain, near an ocean, in a forest, or in a dry area." Same meaning and facts, new words.

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

CHECK FOR UNDERSTANDING

Ask a student for today's say answer. Expected: an answer that matches, Sample: "People might live by a river, on a grassy plain, near an ocean, in a forest, or in a dry area." 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: "Different environments provide different possibilities."

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: 'Different environments provide different possibilities.'*

▸ *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: "Different environments offer different chances and options." The words change, but the meaning stays.

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

CHECK FOR UNDERSTANDING

Ask a student for today's rebuild answer. Expected: an answer that matches, Sample: "Different environments offer different chances and options." 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): "Understanding these connections helps answer how the world around people shapes the world they create."

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): 'Understanding these connections helps answer how the world around people shapes the world they create.'*

▸ *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: "Understanding these connections helps us see how the world around people shapes what they build." THINK: This shows the passage's central question, how place and people shape a society together. The paraphrase is the evidence, not the explanation.

CHECK FOR UNDERSTANDING

Ask a student for today's apply answer. Expected: an answer that matches, TAP paraphrase: "Understanding these connections helps us see how the world around people shapes what they build." THINK: This shows the passage's central question, how place and people shape a society together. The paraphrase is the evidence, not the explanation.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (7)(D) • Paraphrasing

SHEET 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: "How does the world around people help shape the world they create?" Paraphrase: (say the same idea in new words) *Same meaning, new words.*

MY OWN EXAMPLE:

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

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

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

~5 min

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

"Now make this thinking your own."

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may copy the source sentence instead of paraphrasing it.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (7)(D) • Paraphrasing

MEANING Monday	Sample: “How does the world around people help shape the world they build?” Same meaning, new words.
CHOOSE Tuesday	**A** is best. It keeps the meaning (location shapes food, homes, and work) with new words. **B** changes the meaning to the opposite (no effect). **C** drops the homes and the work, so it is not complete.
SAY Wednesday	Sample: “People might live by a river, on a grassy plain, near an ocean, in a forest, or in a dry area.” Same meaning and facts, new words.
REBUILD Thursday	Sample: “Different environments offer different chances and options.” The words change, but the meaning stays.
APPLY Friday	TAP paraphrase: “Understanding these connections helps us see how the world around people shapes what they build.” THINK: This shows the passage’s central question, how place and people shape a society together. The paraphrase is the evidence, not the explanation.

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

~3 min

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

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

▸ *Walk through the answers and have students self-check: MEANING, Sample: “How does the world around people help shape the world they build?” Same meaning, new words. CHOOSE, A is best. It keeps the meaning (location shapes food, homes, and work) with new words. B changes the meaning to the opposite (no effect). C drops the homes and the work, so it is not complete. SAY, Sample: “People might live by a river, on a grassy plain, near an ocean, in a forest, or in a dry area.” Same meaning and facts, new words. REBUILD, Sample: “Different environments offer different chances and options.” The words change, but the meaning stays. APPLY, TAP paraphrase: “Understanding these connections helps us see how the world around people shapes what they build.” THINK: This shows the passage’s central question, how place and people shape a society together. The paraphrase is the evidence, not the explanation.*

ANSWER KEY: MEANING, Sample: “How does the world around people help shape the world they build?” Same meaning, new words. · CHOOSE, A is best. It keeps the meaning (location shapes food, homes, and work) with new words. B changes the meaning to the opposite (no effect). C drops the homes and the work, so it is not complete. · SAY, Sample: “People might live by a river, on a grassy plain, near an ocean, in a forest, or in a dry area.” Same meaning and facts, new words. · REBUILD, Sample: “Different environments offer different chances and options.” The words change, but the meaning stays. · APPLY, TAP paraphrase: “Understanding these connections helps us see how the world around people shapes what they build.” THINK: This shows the passage’s central question, how place and people shape a society together. The paraphrase is the evidence, not the explanation.

(7)(D) · Paraphrasing · Sheet 36 of 36 · Grade 4 • 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (7)(D) • Paraphrasing

Read this part of the passage.

The location of a society can affect the food people grow, the homes they build, the work they do, and the ways they travel.

Which sentence BEST paraphrases this part of the passage?

A Where a society is located can shape what people grow, how they build, what work they do, and how they travel.

B Where a society is located also decides what language its people speak.

C The location of a society has no effect on how people live.

D Location affects the food people grow.

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

~3 min

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

"Here is a question shaped just like the ones on a real test. Read this part of the passage: The location of a society can affect the food people grow, the homes they build, the work they do, and the ways they travel."

"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 Where a society is located can shape what people grow, how they build, what work they do, and how they travel.

WHY THIS IS CORRECT

A keeps all four ideas (food, homes, work, and travel) with new words. That is a true paraphrase.

WHY THE OTHER CHOICES ARE ANSWER TRAPS

B adds an idea the passage never states (language). C reverses the meaning (no effect). D leaves out the homes, work, and travel, 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, Where a society is located can shape what people grow, how they build, what work they do, and how they travel. A keeps all four ideas (food, homes, work, and travel) with new words. That is a true paraphrase."

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

"B adds an idea the passage never states (language). C reverses the meaning (no effect). D leaves out the homes, work, and travel, so it is not complete."

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

ANSWER KEY: A, Where a society is located can shape what people grow, how they build, what work they do, and how they travel

(7)(D) · Paraphrasing · Sheet 36 of 36 · Grade 4 • 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.