

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "The Great Chocolate Chip Cookie Mystery"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "By 11:42 on Friday morning, fifth grade had a problem." → After: "A problem had arisen for fifth grade by Friday morning at 11:42." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Jordan looked through the cafeteria window and announced that every one of the cookies was gone.
- ☐ B. Jordan looked through the window and blamed Maya for taking the cookies.
- ☐ C. Jordan said there were still plenty of cookies left.
- ☐ D. Jordan looked through the cafeteria window.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “The Great Chocolate Chip Cookie Mystery”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Behind them, the lunch line stopped moving.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Within thirty seconds, the investigation had already gone completely out of control.”

A. In just half a minute, the investigation was already out of control.

B. The investigation stayed calm and orderly the whole time.

C. The investigation went out of control.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“‘I heard sixth grade took two each,’ said Eli.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“By 11:42 on Friday morning, fifth grade had a problem.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Jordan pointed at an empty silver tray where the cookies had been.”

Standards Sweep PARAPHRASING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "The Great Chocolate Chip Cookie Mystery"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "I heard sixth grade took two each," said Eli." → After: "According to Eli, what he had heard was that two apiece had been taken by the sixth graders." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. In under a minute, the investigation got out of hand, with Eli claiming that sixth graders each took two cookies.
- ☐ B. In under a minute, Eli proved that the sixth graders had taken the cookies.
- ☐ C. The students calmly agreed on exactly what had happened.
- ☐ D. Eli said something about sixth grade.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “The Great Chocolate Chip Cookie Mystery”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“The investigation had already gone completely out of control.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “He wouldn’t waste his time stealing cookies. He has other hobbies.”

A. He would not bother stealing cookies, since he has other things he likes to do.

B. He loves stealing cookies more than anything else.

C. He has some hobbies.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Behind them, the lunch line stopped moving.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“‘I heard sixth grade took two each,’ said Eli.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“By 11:42 on Friday morning, fifth grade had a serious problem.”

Standards Sweep PARAPHRASING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "The Fifth-Grade Cookie Commission"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "'You surveyed students,' Principal Bennett corrected." → After: "The correction from Principal Bennett was that the students were the ones they had polled." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. The principal said fifth grade helped with Friday's dessert problem, but she pointed out that they had really surveyed students.
- ☐ B. The principal said fifth grade helped, and she gave them a prize for it.
- ☐ C. The principal said fifth grade had caused the dessert problem.
- ☐ D. The principal said something about fifth grade.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “The Fifth-Grade Cookie Commission”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“On Monday morning, Principal Bennett walked into the classroom carrying a clipboard.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Principals with clipboards rarely arrived to announce an extra recess.”

A. A principal holding a clipboard almost never came to give out an extra recess.

B. Principals with clipboards always came to announce an extra recess.

C. Principals carry clipboards.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“‘I heard fifth grade helped solve Friday’s dessert problem,’ she said.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“‘You surveyed students,’ Principal Bennett corrected.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Ms. Ruiz would like student input before she plans next month’s Friday treats.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "The Fifth-Grade Cookie Commission"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Principal Bennett gave fifth grade a challenge." → After: "A task that would test fifth grade came from Principal Bennett." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Because Ms. Ruiz wants students' ideas before planning next month's Friday treats, the principal is giving fifth grade a challenge.
- ☐ B. Because Ms. Ruiz wants students' ideas, the principal is giving fifth grade extra credit.
- ☐ C. Ms. Ruiz does not want any student ideas at all.
- ☐ D. The principal gave fifth grade a challenge.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “The Fifth-Grade Cookie Commission”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Ms. Ruiz would like student input before she plans next month’s Friday treats.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “She wrote three words on the board: COOKIE COMMISSION.”

A. On the board, she wrote the words COOKIE COMMISSION.

B. She erased the words COOKIE COMMISSION from the board.

C. She wrote on the board.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Principals with clipboards rarely arrived to announce an extra recess.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Principal Bennett gave fifth grade a challenge.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Ms. Ruiz would like student input before she plans next month’s Friday treats.”

Read the standard and the example. Then write your own example, and record your answer to the deck question.

THE STANDARD

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “From Tension to Revolution”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Many colonists considered themselves loyal to the king.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “The Stamp Act required colonists to pay taxes on printed materials such as newspapers.”

A. The Stamp Act made colonists pay taxes on printed things like newspapers.

B. The Stamp Act let colonists print newspapers for free.

C. The Stamp Act was a law.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Colonists strongly opposed this law because they had no representation.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“The Boston Massacre increased anger and distrust toward Britain.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“The American Revolution became a fight for independence.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "From Tension to Revolution"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Instead of ending the conflict, these actions brought the colonies closer together." → After: "The colonies became more united as a result of these actions, which did not bring the conflict to an end." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. During the 1770 Boston Massacre, British soldiers shot into a crowd and killed several people, which made colonists angrier at Britain.
- ☐ B. During the 1770 Boston Massacre, British soldiers fired into a crowd, and the war began that same day.
- ☐ C. The Boston Massacre made the colonists like Britain even more.
- ☐ D. The Boston Massacre happened in 1770.

Why I chose it:

GRADE 5 • CLUSTER 1 • MODULE 2 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “From Tension to Revolution”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“In 1770, British soldiers fired into a crowd of colonists during the Boston Massacre.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “This event increased anger and distrust toward Britain.”

A. This event made colonists angrier and less trusting of Britain.

B. This event made colonists trust Britain much more.

C. This event happened.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

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

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Instead of ending the conflict, these actions brought the colonies closer together.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Over time, many colonists wanted to remove British control.”

Read the standard and the example. Then write your own example, and record your answer to the deck question.

THE STANDARD

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “From Tension to Revolution”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“The Intolerable Acts punished the colonies and limited their rights.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Instead of ending the conflict, these actions brought the colonies closer together.”

A. Rather than stopping the conflict, these actions united the colonies more.

B. These actions ended the conflict completely.

C. These actions did things.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Over time, many colonists wanted to remove British control.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“The American Revolution became a fight for independence, leading to the Declaration of Independence.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“The American Revolution led to the creation of a new nation.”

Standards Sweep PARAPHRASING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "From Tension to Revolution"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Colonists opposed the Stamp Act because they had no representation." → After: "Having no representatives was the reason for the colonists' resistance to the Stamp Act." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE: 	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. As colonists increasingly wanted to end British rule, the Revolution grew into a fight for independence that led to the Declaration of Independence.
- ☐ B. As colonists wanted to end British rule, Britain signed the Declaration of Independence too.
- ☐ C. Colonists decided they wanted to stay under British control.
- ☐ D. The American Revolution happened.

Why I chose it:

GRADE 5 • CLUSTER 1 • MODULE 4 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “From Tension to Revolution”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“The American Revolution became a fight for independence.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Over time, many colonists wanted to remove British control.”

A. As time passed, many colonists wanted to get rid of British rule.

B. Over time, colonists wanted even more British control.

C. Colonists wanted things.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

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

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Colonists opposed the Stamp Act because they had no representation.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“The American Revolution led to the Declaration of Independence and the creation of a new nation.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "Spanish Rule in Early Texas"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Presidios were forts built by Spanish soldiers." → After: "The strongholds constructed by Spain's soldiers were known as presidios." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Spain's leaders hoped to grow their empire, spread Catholicism, and guard their land.
- ☐ B. Spain's leaders hoped to grow their empire and become close friends with France.
- ☐ C. Spanish leaders wanted to give up their empire and their religion.
- ☐ D. Spanish leaders wanted to expand their empire.

Why I chose it:

GRADE 5 • CLUSTER 2 • MODULE 1 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “Spanish Rule in Early Texas”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

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

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Missions were settlements led by Spanish priests called missionaries.”

A. Missions were communities led by Spanish priests known as missionaries.

B. Missions were forts led by Spanish soldiers.

C. Missions were settlements.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Their main goal was to convert Native Americans to Catholicism.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Presidios were forts built by Spanish soldiers.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Spanish rule had lasting effects on Texas.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "Spanish Rule in Early Texas"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Missionaries helped transfer Spanish customs and skills such as farming." → After: "The spread of Spanish traditions and abilities, including how to farm, was aided by missionaries." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Spanish soldiers built forts called presidios to protect the missions.
- ☐ B. Spanish soldiers built forts called presidios to hold large markets.
- ☐ C. Presidios were built in order to harm the missions.
- ☐ D. Presidios were forts.

Why I chose it:

GRADE 5 • CLUSTER 2 • MODULE 2 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “Spanish Rule in Early Texas”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Presidios were forts built by Spanish soldiers.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Their purpose was to serve as a protective force for the missions and nearby settlements.”

A. Their job was to protect the missions and the settlements nearby.

B. Their purpose was to attack the missions and settlements.

C. They had a purpose.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Soldiers guarded the area and helped keep control of the land.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Missionaries helped transfer Spanish customs and skills such as farming.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Because of missions and presidios, Spain was able to maintain control of Texas.”

Read the standard and the example. Then write your own example, and record your answer to the deck question.

THE STANDARD

MY OWN EXAMPLE:

Why I chose it:

GRADE 5 • CLUSTER 2 • MODULE 3 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “Spanish Rule in Early Texas”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“The Spanish language and Catholic religion became part of daily life in the region.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Many place names and traditions in Texas today reflect this influence.”

A. A lot of place names and traditions in Texas today still show this influence.

B. No place names or traditions in Texas show this influence.

C. Texas has place names.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Missions were settlements led by Spanish priests called missionaries.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Spanish rule had lasting effects on Texas.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“These early settlements played an important role in shaping the history and culture of the region.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "Spanish Rule in Early Texas"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "The Spanish language and Catholic religion became part of daily life in the region." → After: "Everyday living in the region came to include both speaking Spanish and practicing Catholicism." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Missions and presidios let Spain keep control of Texas, and these settlements shaped the region's history and culture.
- ☐ B. Missions and presidios let Spain keep control of Texas until Texas joined France.
- ☐ C. Missions and presidios caused Spain to lose control of Texas.
- ☐ D. Spain controlled Texas.

Why I chose it:

GRADE 5 • CLUSTER 2 • MODULE 4 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “Spanish Rule in Early Texas”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Because of missions and presidios, Spain was able to maintain control of Texas.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Soldiers guarded the area and helped keep control of the land.”

A. Soldiers watched over the area and helped Spain keep control of the land.

B. Soldiers left the area completely unguarded.

C. Soldiers guarded the area.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Their main goal was to convert Native Americans to Catholicism.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“The Spanish language and Catholic religion became part of daily life in the region.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“These early settlements played an important role in shaping the history, culture, and development of the region.”

Standards Sweep PARAPHRASING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "Our Rights, Our Voices"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "The Third says soldiers cannot stay inside your home without your say." → After: "Under the Third, your home is a place where soldiers are never permitted to lodge." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. The First Amendment lets people speak freely, follow any religion, write their ideas, and gather together.
- ☐ B. The First Amendment lets people speak freely, but only on weekends.
- ☐ C. The First says that people cannot share their ideas.
- ☐ D. The First says you can speak your mind.

Why I chose it:

GRADE 5 • CLUSTER 3 • MODULE 1 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “Our Rights, Our Voices”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“They wrote down rights to make things fair, so people’s freedoms would be there.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “The First says you can speak your mind and practice religion of any kind.”

A. The First Amendment lets you say what you think and follow any religion.

B. The First says you cannot speak your mind.

C. The First says things.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“The Second says you have a right to keep and bear arms, day or night.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“The Third says soldiers cannot stay inside your home without your say.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“They wrote down rights to make things fair, so people’s freedoms would be there.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "Our Rights, Our Voices"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "They wrote down rights to make things fair." → After: "Making things fair was their purpose in recording people's rights." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. The Fourth Amendment protects your things and your space, so no searches happen without a good reason.
- ☐ B. The Fourth Amendment protects your things, so no one may ever enter your home.
- ☐ C. The Fourth Amendment allows searches at any time for any reason.
- ☐ D. The Fourth protects your space.

Why I chose it:

GRADE 5 • CLUSTER 3 • MODULE 2 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “Our Rights, Our Voices”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Long ago, when a nation was new, leaders asked what they should do.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “The Third says soldiers cannot stay inside your home without your say.” A. The Third Amendment means soldiers are not allowed to stay in your home unless you agree.

B. The Third says soldiers can stay in your home anytime they want.

C. The Third is about soldiers.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

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

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“They wrote down rights to make things fair.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“The Bill of Rights protects people’s freedoms.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "Our Rights, Our Voices"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "The First says you can speak your mind, practice religion, write your thoughts, and gather." → After: "Expressing opinions aloud, following a religion, putting thoughts in writing, and meeting together are freedoms the First gives you." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. When the nation was young, its leaders wondered what to do, so they wrote down rights to keep things fair.
- ☐ B. When the nation was young, its leaders wrote down rights and named the country after themselves.
- ☐ C. The leaders decided not to write down any rights at all.
- ☐ D. The nation was new.

Why I chose it:

GRADE 5 • CLUSTER 3 • MODULE 3 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “Our Rights, Our Voices”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“The First says you can speak your mind and practice any religion.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “The Second says you have a right to keep and bear arms, day or night.”

A. The Second Amendment protects your right to keep and bear arms at any time.

B. The Second says you are not allowed to keep or bear arms.

C. The Second is a right.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“They wrote down rights to make things fair, so people’s freedoms would be there.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“The First says you can speak your mind, practice religion, write your thoughts, and gather.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“The rights protect people’s freedoms and keep things fair.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "Our Rights, Our Voices"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "The Second says you have a right to keep and bear arms, day or night." → After: "Protecting yourself at any hour, whether in daylight or darkness, is a freedom granted to you by the Second." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. The Second Amendment protects your right to keep and bear arms at any time, and the Third says soldiers may not stay in your home without your consent.
- ☐ B. The Second lets you keep safe, and the Fourth lets you own an airplane.
- ☐ C. The Second and Third let soldiers live in your home whenever they wish.
- ☐ D. The Second is about being safe.

Why I chose it:

GRADE 5 • CLUSTER 3 • MODULE 4 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “Our Rights, Our Voices”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“The Fourth protects your things and space; no searches happen without a case.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “They wrote down rights to make things fair, so people’s freedoms would be there.”

A. They put rights in writing to keep things fair and protect people’s freedoms.

B. They wrote down rights in order to take away people’s freedoms.

C. They wrote things down.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“The Third says soldiers cannot stay inside your home without your say.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“The Second says you have a right to keep and bear arms, day or night.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“These rights protect people’s freedoms and keep things fair for everyone.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "The Garden That Wouldn't Grow"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Too much water can prevent roots from getting enough air." → After: "Roots may be unable to receive sufficient air when there is an excess of water." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Two weeks later, Kendrix saw that the plants looked weak, with pale leaves and drooping stems.
- ☐ B. Two weeks later, Kendrix saw the weak plants and pulled every one of them out.
- ☐ C. After two weeks, the plants looked strong and perfectly healthy.
- ☐ D. The plants appeared weak.

Why I chose it:

GRADE 5 • CLUSTER 4 • MODULE 1 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “The Garden That Wouldn’t Grow”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Kendrix enjoyed spending time in her grandmother’s garden.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Their leaves were pale instead of a healthy green, and several stems were beginning to droop.”

A. The leaves looked pale rather than a healthy green, and some stems started to droop.

B. The leaves were bright green, and the stems stood up tall.

C. The leaves were pale.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Instead of improving, the garden’s condition worsened.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Too much water can prevent roots from getting enough air.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Kendrix realized that her actions had changed the soil, which affected the plants’ health.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "The Garden That Wouldn't Grow"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Without proper air, the roots cannot function effectively." → After: "An adequate supply of air is necessary for roots to do their job well." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Her grandmother said that plants need water, but too much of it can stop the roots from getting air.
- ☐ B. Her grandmother said that plants should never be watered at all.
- ☐ C. Her grandmother said that plants do not need any water to grow.
- ☐ D. Water is necessary for plants.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “The Garden That Wouldn’t Grow”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“The soil became overly wet and muddy, and many leaves started to turn yellow.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Too much water can prevent roots from getting enough air.”

A. Overwatering can keep roots from getting the air they need.

B. Too much water helps roots get even more air.

C. Water affects roots.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Her grandmother examined the soil and explained the problem.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Without proper air, the roots cannot function effectively.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“They watered less frequently and allowed the soil to dry out between waterings.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "The Garden That Wouldn't Grow"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "The soil became overly wet and muddy, and many leaves turned yellow." → After: "Many leaves developed a yellow color, and the earth became excessively soggy and full of mud." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Kendrix saw that what she did had changed the soil and hurt the plants, so she and her grandmother watered less and let the soil dry.
- ☐ B. Kendrix saw that she had hurt the plants, so they moved the whole garden indoors.
- ☐ C. Kendrix decided to water the plants even more than before.
- ☐ D. Kendrix changed the soil.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “The Garden That Wouldn’t Grow”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Within several days, the plants began to recover.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Kendrix realized that her actions had changed the condition of the soil.”

- A. Kendrix understood that what she did had changed the soil.
- B. Kendrix realized the soil had never changed at all.
- C. Kendrix realized something.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

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

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“The soil became overly wet and muddy, and many leaves turned yellow.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Kendrix realized that her actions had changed the soil, which affected the plants’ health.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "The Garden That Wouldn't Grow"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Within several days, the plants began to recover." → After: "The beginning of the plants' recovery came within several days." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. After a few days, the plants started to get better, and Kendrix watched the garden more closely than before.
- ☐ B. After a few days, the plants got better, and Kendrix won a prize for her garden.
- ☐ C. The plants kept getting worse every single day.
- ☐ D. The plants began to recover.

Why I chose it:

GRADE 5 • CLUSTER 4 • MODULE 4 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “The Garden That Wouldn’t Grow”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Her grandmother explained that too much water can prevent roots from getting enough air.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Instead of improving, the garden’s condition worsened.”

A. Rather than getting better, the garden got worse.

B. The garden got better right away.

C. The garden had a condition.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Kendrix noticed that the plants appeared weak.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Within several days, the plants began to recover.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Kendrix paid closer attention to the soil and leaves than before.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "A Difficult Compromise"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "The debate went on for days, and voices were raised." → After: "Louder voices accompanied a discussion in which people argued for days." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. The delegates strongly disagreed over how to count enslaved people, since Southern states wanted them included in the population.
- ☐ B. The delegates strongly disagreed, but the Northern states agreed right away.
- ☐ C. Everyone easily agreed on how to count enslaved people.
- ☐ D. There was a disagreement.

Why I chose it:

GRADE 5 • CLUSTER 5 • MODULE 1 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “A Difficult Compromise”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“In the summer of 1787, leaders met in Philadelphia to fix the country’s government.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Southern states wanted enslaved people counted as part of their population.”

A. The Southern states wanted enslaved people included in their population count.

B. The Southern states did not want anyone counted in their population.

C. The Southern states wanted something.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Northern states pushed back and argued that it wasn’t fair.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“The debate went on for days, and voices were raised.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“The compromise helped the group move forward, but it didn’t solve the deeper problem.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "A Difficult Compromise"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Even after the meeting ended, people continued to question the decision." → After: "People kept expressing doubts about what had been decided, even once the gathering was over." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Some delegates supported the plan to keep the meeting going, while others felt unsure but saw no better choice.
- ☐ B. Some delegates supported the plan, so all of them left the convention.
- ☐ C. Every delegate was completely happy with the decision.
- ☐ D. Some delegates agreed.

Why I chose it:

GRADE 5 • CLUSTER 5 • MODULE 2 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “A Difficult Compromise”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

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

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Some delegates agreed because they wanted the convention to succeed.”

A. Some delegates went along with it because they wanted the meeting to work.

B. Some delegates agreed because they wanted the convention to fail.

C. Some delegates agreed.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

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

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

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

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“The compromise helped the group move forward, but it didn’t solve the deeper problem.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "A Difficult Compromise"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "If enslaved people were counted, Southern states would have more representatives." → After: "A larger number of representatives would go to the Southern states if the count included enslaved people." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

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

Which sentence BEST paraphrases this part of the passage?

- ☐ A. The argument lasted for days, with people speaking loudly and some delegates fearing the meeting would break down.
- ☐ B. The argument lasted for days, so the delegates ended the convention early.
- ☐ C. The debate ended quickly, and no one argued at all.
- ☐ D. The debate went on.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “A Difficult Compromise”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“The debate went on for days, and voices were raised.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Northern states pushed back. They argued that it wasn’t fair.”

A. The Northern states resisted, saying that the idea was not fair.

B. The Northern states agreed that the idea was fair.

C. The Northern states argued.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Finally, a compromise was suggested.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“If enslaved people were counted, Southern states would have more representatives.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“The compromise helped the group move forward, but it didn’t solve the deeper problem.”

Standards Sweep PARAPHRASING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "A Difficult Compromise"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Some delegates agreed because they wanted the convention to succeed." → After: "The desire for a successful convention led some delegates to give their consent." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

The compromise helped the group move forward, but it didn't solve the deeper problem. Even after the meeting, people questioned the decision.

Which sentence BEST paraphrases this part of the passage?

- ☐ A. The compromise let the convention continue, but it left the deeper problem unsolved, and people kept questioning it afterward.
- ☐ B. The compromise worked so well that the delegates cancelled the Constitution.
- ☐ C. The compromise solved the problem, and no one ever questioned it again.
- ☐ D. There was a compromise.

Why I chose it:

GRADE 5 • CLUSTER 5 • MODULE 4 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “A Difficult Compromise”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

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

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “The compromise helped the group move forward, but it didn’t solve the deeper problem.”

A. The compromise let the group keep going, but it did not fix the deeper problem.

B. The compromise solved every problem completely.

C. There was a compromise.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“In the summer of 1787, leaders met in Philadelphia to fix the government.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Some delegates agreed because they wanted the convention to succeed.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“People continued to question whether the decision was fair.”

Read the standard and the example. Then write your own example, and record your answer to the deck question.

THE STANDARD

GRADE 5 • CLUSTER 6 • MODULE 1 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “A Voice in the Community”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“In many communities across the United States, people have chances to take part in civic life.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.”

A. This might include voting, going to meetings, volunteering, or sharing views on rules and laws.

B. This only means voting and nothing else.

C. People do things in the community.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Some people believe it is important to take part in civic affairs.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“By voting or speaking up, people can have a say.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Communities are shaped by the people who live in them.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "A Voice in the Community"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Communities are shaped by the people who live in them." → After: "A community takes its form through the influence of its residents." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

Others feel taking part is not always necessary. They may think one person's vote will not make much of a difference.

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Some people feel that joining in is not always needed, believing a single vote does not change much.
- ☐ B. Some people feel that joining in is not needed, so voting should be against the law.
- ☐ C. Everyone believes their single vote decides the whole election.
- ☐ D. Some people do not take part.

Why I chose it:

GRADE 5 • CLUSTER 6 • MODULE 2 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “A Voice in the Community”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Others feel that taking part is not always necessary.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “They may think one person’s vote will not make much of a difference, especially in large elections.”

A. They might think a single person’s vote does not matter much, especially in big elections.

B. They think one person’s vote always decides the whole election.

C. They think about voting.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Some people are busy with work or family and choose not to get involved.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Communities are shaped by the people who live in them.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Every action can still have an effect over time.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "A Voice in the Community"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Some people are busy with work or family and choose not to get involved." → After: "Choosing to stay out of an activity is what some people do while occupied with their jobs or families." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Still, the people who live in a community shape it, and even though some voices are heard more, every action can matter over time.
- ☐ B. Still, the community is shaped by people, so only the loudest people count.
- ☐ C. Communities are not shaped by the people who live in them.
- ☐ D. Communities are shaped by people.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “A Voice in the Community”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Communities are shaped by the people who live in them.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Some voices are heard more often, but every action can still have an effect over time.”

A. Some voices get heard more, but over time every action can still make a difference.

B. Some voices are heard, and no action ever has an effect.

C. Some voices are heard.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“By voting or speaking up, people can have a say.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Some people are busy with work or family and choose not to get involved.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Communities are shaped by the people who live in them.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "A Voice in the Community"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Others feel that taking part is not always necessary." → After: "There are occasions when joining in is not needed, in other people's view." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

By voting or speaking up, people can have a say. Others feel that taking part is not always necessary.

Which sentence BEST paraphrases this part of the passage?

- ☐ A. People can influence decisions by voting or speaking out, though some feel that taking part is not always needed.
- ☐ B. People can influence decisions by voting, so they must vote every single day.
- ☐ C. Voting and speaking up give people no say at all.
- ☐ D. People can vote.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “A Voice in the Community”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“By voting or speaking up, people can have a say in their community.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Some people are busy with work or family and choose not to get involved.”

- A. Some people are busy with jobs or family and decide not to take part.
- B. Some people have lots of free time and always take part.
- C. Some people are busy.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Some people believe it is important to take part in civic affairs.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Others feel that taking part is not always necessary.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Every action can still have an effect over time.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "One Voice Can Start a Wave"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "People can gather, write, and speak to help protect the change they seek." → After: "Helping to safeguard a desired change is something people can do by meeting together and expressing themselves in writing and aloud." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know – my answer to the deck question

A whisper travels down the street, then other voices rise to meet.

Which sentence BEST paraphrases this part of the passage?

- ☐ A. A quiet voice moves through the street, and then more voices join it.
- ☐ B. A quiet voice moves through the street, and everyone starts shouting angrily.
- ☐ C. A whisper travels, but no other voices ever join it.
- ☐ D. A whisper travels down the street.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “One Voice Can Start a Wave”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“One voice speaks, another hears, and a question grows and conquers fears.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “A thought once spoken all alone can quickly find a stronger tone.”

A. An idea said by just one person can soon grow louder and stronger.

B. A thought spoken alone always stays weak and quiet.

C. A thought is spoken.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“A whisper travels down the street, then other voices rise to meet.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“People can gather, write, and speak to help protect the change they seek.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“When people listen, learn, and say, one voice can start a mighty wave.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "One Voice Can Start a Wave"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "One person asks, 'Is this thing fair?' and another stops to listen." → After: "Someone pauses to listen as another person asks whether this thing is fair." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

They share their thoughts and make them known, so leaders hear more than their own.

Which sentence BEST paraphrases this part of the passage?

- ☐ A. By sharing and speaking their ideas, people make sure leaders hear voices beyond just their own.
- ☐ B. By sharing their ideas, people force the leaders to always obey them.
- ☐ C. They keep their thoughts hidden, so leaders hear nothing.
- ☐ D. They share their thoughts.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “One Voice Can Start a Wave”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“A voice may start out soft and small, yet one brave question can reach all.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “People can gather, write, and speak, to help protect the change they seek.”

A. People can come together, write, and speak up to protect the change they want.

B. People can gather and write, but they can never speak.

C. People can do things.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“They share their thoughts and make them known, so leaders hear more than their own.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“One person asks, ‘Is this thing fair?’ and another stops to listen.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“When people listen, learn, and say, one voice can start a mighty wave.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "One Voice Can Start a Wave"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "A thought once spoken all alone can quickly find a stronger tone." → After: "A stronger expression may soon emerge from an idea that just one person initially voiced." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

A voice may start out soft and small, yet one brave question can reach all.

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Even a quiet, small voice can reach everyone when it asks one brave question.
- ☐ B. A small voice can reach everyone, but only if it is the loudest in the room.
- ☐ C. A small voice can never reach anyone at all.
- ☐ D. A voice may be soft and small.

Why I chose it:

GRADE 5 • CLUSTER 7 • MODULE 3 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “One Voice Can Start a Wave”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“When people listen, learn, and say, one voice can start a mighty wave.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “One voice speaks, another hears, and a question grows and conquers fears.”

A. When one person speaks and another listens, a question grows and beats back fear.

B. One voice speaks, but no one ever hears it.

C. A voice speaks.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“A voice may start out soft and small, yet one brave question can reach all.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“A thought once spoken all alone can quickly find a stronger tone.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“People can gather, write, and speak to help protect the change they seek.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "One Voice Can Start a Wave"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "They share their thoughts and make them known, so leaders hear more than their own." → After: "Leaders hear ideas besides their own because these people communicate what they think to others." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

When people listen, learn, and say, one voice can start a mighty wave.

Which sentence BEST paraphrases this part of the passage?

- ☐ A. When people listen, learn, and speak up, a single voice can grow into a powerful wave of change.
- ☐ B. When people listen and learn, one voice can start a wave that washes away the whole town.
- ☐ C. One voice can never make any change at all.
- ☐ D. One voice can start a wave.

Why I chose it:

GRADE 5 • CLUSTER 7 • MODULE 4 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “One Voice Can Start a Wave”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“One person asks, ‘Is this thing fair?’ and another stops to listen.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “One person asks, ‘Is this thing fair?’ Another stops to listen there.”

A. When one person asks whether something is fair, another pauses to listen.

B. One person asks if something is fair, but no one ever listens.

C. One person asks a question.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“A whisper travels down the street, then other voices rise to meet.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“They share their thoughts and make them known, so leaders hear more than their own.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“When people listen, learn, and say, one voice can start a mighty wave.”

Standards Sweep PARAPHRASING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "From Protest to Participation"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Laws can be written, challenged, or replaced." → After: "Creating a law, disputing it, or putting another in its place are all possibilities." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

A nation can change in many ways. Borders can move, new inventions can transform daily life, and new people can build communities.

Which sentence BEST paraphrases this part of the passage?

- ☐ A. A nation can change in many ways, such as shifting borders, new inventions changing daily life, and newcomers building communities.
- ☐ B. A nation can change in many ways, but only during wartime.
- ☐ C. A nation can change in only one single way.
- ☐ D. A nation can change.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “From Protest to Participation”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“A nation can change in many ways.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Some of the most important changes begin with something that cannot be seen on a map.”

A. Some of the biggest changes start with something a map cannot show.

B. The most important changes can always be seen on a map.

C. Changes begin somewhere.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“New people can arrive and build communities.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Laws can be written, challenged, or replaced.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Democracy is a continuing process of ideas, decisions, actions, and consequences.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "From Protest to Participation"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Sometimes they led to documents, laws, compromises, elections, or new amendments." → After: "Documents, laws, agreements involving concessions, elections, or new amendments were outcomes they sometimes produced." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments.

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Their answers sometimes sparked protests and other times produced documents, laws, compromises, elections, or new amendments.
- ☐ B. Their answers sparked protests, and every one of them ended in war.
- ☐ C. Their answers never led to any changes at all.
- ☐ D. Their answers led to protests.

Why I chose it:

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “From Protest to Participation”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Some of the most important changes begin with a question.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “The history of the United States contains many examples of people asking these questions.”

A. United States history has many examples of people asking these questions.

B. United States history has no examples of people asking questions.

C. History has examples.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Sometimes their answers led to protests.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Sometimes they led to documents, laws, compromises, elections, or new amendments.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Democracy is a continuing process of ideas, decisions, actions, and consequences.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "From Protest to Participation"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "The history of the United States contains many examples of people asking these questions." → After: "Across the United States' past, there have been numerous occasions when people raised these questions." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

Studying these examples helps us understand that democracy is not a single event. It is a continuing process.

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Looking at these examples shows us that democracy is not one event but an ongoing process.
- ☐ B. Looking at these examples shows that democracy was a process that ended long ago.
- ☐ C. Democracy is a single event that happens just once.
- ☐ D. Democracy is not a single event.

Why I chose it:

GRADE 5 • CLUSTER 8 • MODULE 3 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “From Protest to Participation”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Democracy is not a single event.”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “It is a continuing process of ideas, decisions, actions, and consequences.”

A. It is an ongoing process of ideas, choices, actions, and results.

B. It is a single moment that happens only once.

C. It is a process.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“Laws can be written, challenged, or replaced.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“The history of the United States contains many examples of people asking these questions.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Democracy is a continuing process of ideas, decisions, actions, and consequences.”

Standards Sweep **PARAPHRASING** Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "From Protest to Participation"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(7)(D) Paraphrasing paraphrase a text so it keeps the meaning, facts, and logical order	Before: "Some of the most important changes begin with a question." → After: "Asking something is the starting point for some changes that matter most." <i>Same meaning and facts, new words and order.</i>
MY OWN EXAMPLE:	

Show What You Know — my answer to the deck question

But some of the most important changes begin with something that cannot be seen on a map. They begin with a question.

Which sentence BEST paraphrases this part of the passage?

- ☐ A. Some of the most important changes start not with anything on a map, but with a question.
- ☐ B. Some of the most important changes start with a question that only lawyers may ask.
- ☐ C. The most important changes always start with a brand new map.
- ☐ D. Changes begin with a question.

Why I chose it:

GRADE 5 • CLUSTER 8 • MODULE 4 • PARAPHRASING

Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(7)(D) Paraphrasing • Reading Selection: “From Protest to Participation”

MEANING

Foundational

Read the sentence. Tell a partner what it means in your own words.

“Some of the most important changes begin with a question, like ‘Is this fair?’”

CHOOSE

Emergent

Choose A, B, or C. Keep the meaning without adding or changing facts.

Source: “Laws can be written, challenged, or replaced.”

A. Laws can be created, questioned, or swapped for new ones.

B. Laws can be written but can never be changed.

C. There are laws.

SAY

Visible

Read, cover, and say it your own way. Check that the meaning still matches.

“A nation can change in many ways.”

REBUILD

Independent

Rewrite in your own words. Change the wording and sentence structure; keep the meaning and facts.

“Some of the most important changes begin with a question.”

APPLY

Reflective

Paraphrase this evidence (TAP), then explain your thinking (THINK).

“Democracy is a continuing process of ideas, decisions, actions, and consequences.”