Strategy Instruction: Paraphrasing

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| **First Step: Modeling the Strategy** |
| 1. Select a passage to model the strategy.
 | Of all the enemies to public liberty, war is, perhaps, the most to be dreaded because it comprises and develops the germ of every other.*Source: Maddow, R. (2012). Drift. New York: Chrome.* |
| 1. Use 1st person “think aloud” to model the process.
 | * The words in this sentence are in a funny order; it’s definitely not an SVO sentence—I need to reorganize the ideas so that this makes sense to me.
* Let’s see. War is the subject . . .
* Okay, now I need to put it in my own words and style.
* I can’t look at it when I try to do this because if I do I have a tendency to word slot or just replace a word or two with synonyms and that’s not my own words and style. So, I’m going to turn the page over and write my paraphrase on the back.
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| 1. Write the paraphrase.
 | War may be the most dangerous threat to our freedom because every other threat to our freedom is either a part of war itself or an effect of war. |
| **Second Step: Guided Practice** |
| 1. Teacher guides whole class through a second example.
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| 1. Students practice in small groups with more examples and teacher works with groups as needed.
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| **Third Step: Independent Practice** |
| 1. Individual students practice independently with additional examples; teacher provides feedback.
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| **Strategy instruction is NOT a substitute for extensive close reading of texts. Strategy instruction will generally take the form of short mini-lessons to teach specific literacy strategies that students need to read complex texts closely. Strategy instruction alone without broad reading of complex texts DOES NOT improve reading comprehension.** |

*for additional information, see Gradual Release of Responsibility Model* [*http://www.cornerstoneliteracy.org/newsletter-archive/revisiting-the-gradual-release-of-responsibility-model*](http://www.cornerstoneliteracy.org/newsletter-archive/revisiting-the-gradual-release-of-responsibility-model)