

Hello and welcome to this session on the Paraphrasing strategy. I want to start by reading a couple of emails. Here's one, and this is to Mr. Williams from a student. I'm emailing you about using the rap technique in your reading. I have an intro to creative writing class. And we just had an assignment about a response to the short story, The things they carry. When I first got to the workshop, I was already light. I could say disappointed you. Sorry. When I sat down, I was listening to the speaker. I'm sorry, I didn't get her name. And at first, I wasn't really listening because I thought I already knew these things. But when we started reading in actually applying the techniques, it was explaining the passages a lot better than trying to read the whole story and analyze what it was about. The next day, I was reading my rating assignment and using the RAP technique to take notes as I read. Afterwards, I use my notes to write my response. I re-read my response and I have and I say that response was probably the most fluent and graceful I've ever written. I appreciate you for being hard on your students. You inspire me to push and stay positive. Thank you for that. Sincerely, Travion Well Travion was a student who worked with Mr. Williams and he had just learned the technique I'm about to share with you. I have another email and this is also from Mr. Williams. A student just unexpectedly walked into my office beaming from ear to ear. I asked what was going on. He said my instructor needs to call 9-1-1 because my test needs to be in a body bag, I just killed it. He told me that he has been applying the study skills that he's learning this semester. He said he has just been taking the time to actually read his textbook and use their paraphrasing strategy he's learned. If you could have seen this face, I expressed how proud I was of him fighting back tears. I gave him a fist bump and he grabbed me and hugged me as if I had just won millions. Educators often plant seeds that they may never say bloom. So these rare moments are meaningful in they ignite our passion to stay in the trenches. So those are two emails regarding students who've learned this strategy that we're going to talk about. So as you listen, I want you to ask yourself, is this you. Do you have a lot of reading to do in your classes. Do you have trouble remembering what it is that you're supposed to be reading? While you're reading, do you think of other things? Does your mind wander? Do you fall asleep in the middle of reading. Do you hurry up through a reading assignment so you can just say, Hey, I read that. Well, if you answered yes to any of those, then this is the strategy for you. The paraphrasing strategy. I'm Patty Kohler and I'm in the College of Education. I co-direct the UCA Mashburn Center for Learning, which is actually a center that helps get methodologies into the hands of teachers who work with students in grades four through college. So just what is the Paraphrasing strategy? Well, as you can see, that it is relatively simple, which that's pretty important. But it's also effective and it helps you remember what you read. It helps you translate or put what you reading into your own words and saying those words to yourself helps you engage in something called meta cognition, which is thinking about what you read. And what we know about metacognition is that when we think about what we're doing it strengthens the power of what we're doing. And this strategy increases the likelihood that we're going to remember what we read and helps us on tests, It also helps us with writing assignments, and it can be used anytime you read a passage. It helps you avoid plagiarizing, which is an added benefit. And it also helps us remember because frequently when we read, we have absolutely no recollection of what it is that we have just read. So you might be asking, Huh, Is this something for me? Well, this is what's called an evidence based practice. There is a lot of research behind this particular strategy. On this slide demonstrates some of the research. What this says is that for students who struggled the least bit with reading and remembering before they learned the strategy, they might've made 48% on task, requiring them to remember what they read. But after mastery, scores jumped up to 84% on grade level, materials regarding comprehension questions and also their grades improved when they learned the strategy. So I'm about to teach you the strategy.

There are three steps to the paraphrasing strategy, and I'm going to teach you these. You also have access to these steps. But I think it's important right now just to pay attention as we walk through these three steps. And then I'll ask you to practice them. Perhaps not today, but perhaps at another time because it's important to practice something that you're learning. So the very first step is to read a paragraph. And you see that read is in a bolder font. And the reason is that reading is an action. And so all three of these steps require that you take some action. You are going to have to interact with the materials that you are reading. And sometimes we don't have a tendency to really interact with those materials. So as you read a paragraph and this doesn't sound read a page, it says read a paragraph. So as you read, what I would like for you to do and what you want to do for yourself to make this work for you, is to think about what the words mean as you're reading that paragraph. And then you're going to stop at the end of the paragraph. That's the first step. The second step also starts with the verb. You're going to ask yourself some questions, or a question that has two parts. You're going to ask yourself, what are the main ideas and the details in that paragraph? So after you've read the paragraph, you're going to ask yourself those question. It's a self-questioning step. You ask yourself the question and cue yourself to think about and review what you just read. You need to look quickly back over the paragraph and find the main idea and the detail. So we all know what the main idea of a paragraph is. It's the general subject that's covered in the paragraph. For example. A paragraph could be written about something like the way in which the President of the United States is selected. So how do you find the main idea. You find the main idea by asking yourself, what is this paragraph about? And then you answer that question, you go, okay, this paragraph is about the way the president gets elected. And then you ask yourself, with regard to that paragraph, well, what does it tell me about the way the president gets elected? And you answer that question. It tells me that the president gets elected by the Electoral College, et cetera, et cetera, et cetera. So where do you find the main idea? You all probably learned this many years ago. But there are a couple of white, couple of ways to find the main idea of a Paragraph. One is to look in the first sentence of the paragraph. Usually the person gives you an idea of what the rest of that paragraph is going to be about. And then you look for repetitions of the same word or the same words in the whole paragraph. I'm going to give you a tip right now. When you are riding. One of the things that you want to be sure to do is to make sure that all of your sentences for each paragraph relate to your main idea. I spend a lot of time on dissertation committees and reading other people's professional writing. Something that way sometimes do is we do not make all of our sentences relate to the main idea. So that was just a little added tip for your benefit. So what about the details? You know, we talked about the main idea and we said that it's usually in the first sentence or it's in repetitions. And then really the details are everything that is left after you've found the main idea. And so when you're using this strategy, you want to find at least two details in each paragraph. So that's what ask yourself what the main idea and details were in this paragraph. You find the main idea, which is usually in the first sentence, or it's repeated throughout the paragraph. And then once you take that out, whatever's left is the details. So that's what it means to ask yourself, what's the main idea and details. The third step, there are only three, is put the main ideas and details into your own words. And this is a really powerful step. It, awesome necessitates some action on your part. So what does that look like? How do you put something into your own words? Well, you do it by paraphrasing. That's why this strategy is called the paraphrasing strategy. Because you are reading, you're asking yourself questions, and then you are putting information into your own words. What paraphrasing does is it really helps us to learn and remember. We all know that if we memorize something just as it is written. That doesn't necessarily mean that we have internalized it, that we comprehended, or that we understand its

meaning. But when we put something into our own words, and that greatly increases the likelihood that we understand. And as we know sometimes when we regurgitate, we don't we don't keep that in our heads for very long. But when we put it in our own words, We certainly do. So when we put something into our own words or paraphrase it, we want to make sure that thought that we're putting in our own words is a complete thought. We also want to make sure it's totally accurate. We don't want to be making up something from the paragraph that's not even in the paragraph. We want to use new information. So what does that mean? Well, we don't want to say the same detail over and over and over again, just using different words. We want to have at least two details. It certainly needs to make sense. I mean, what's the point if it doesn't make sense? It needs to be useful information, and sometimes you'll be the determinant of whether it's useful. And here I should have bolded this. It's in YOUR OWN words. It needsto be in your own words. I have to apologize right now because my iPad just picked up through Siri What I was saying and is asking me questions, So on the, I lived it. So, and finally, a paraphrase has only one general statement per paragraph. Another word for general statement is main idea. So when we think about prayer pricing, we're thinking about putting things in our own words. We're thinking about using information that is useful and is accurate and makes a complete thought. So here we have all three of the steps. Read a paragraph. Remember when you read a paragraph, you are going to stop at the end of that paragraph. Now you might be thinking, oh my goodness, if I stop, at the end of a paragraph for every paragraph that is in this complex passage that I'm having to read right now, that I'll never get through it. Alright. That's a legitimate question or a legitimate concern. So my response to that is, if you are "reading", and I use quotation marks around reading a paragraph and now moving on to the next paragraph and moving on to the next paragraph and you are making failing grades in remembering and comprehending information, then my question to you is, how is that working for you? Is that the way you want to continue to work? So I challenge you to use this strategy and read one paragraph. Stop at the end of that paragraph. And ask yourself, what in that paragraph was the main idea? And what were two details that I picked up from that paragraph? And to put both the main idea and the details into your own words. I guarantee if you do that, paragraph by paragraph, you will remember what it is that you're reading. I'll also say, as you get fluent with this strategy, you may move more quickly. You might want to put a section together, several paragraphs and stop. And think. What was this section about? What was the main thought in this section? What were some details that I picked up out of this section and put that into your main idea and into your own words. But when you're starting, my challenge is, do it just as it is indicated on this screen. Because that is where the power is, that is where those research results came from. And also if you do it, you will get faster and faster. We may even want to write RAP in your margin to remind you to use this strategy. And speaking of RAP, this is, you put those three letters together and you get the word rap. And rap is a slang term for dialogue or conversation, for talking. And what this strategy involves is some self talk, some self dialogue with yourself. So now that we've talked a little bit about the strategy, I am going to demonstrate how it works. And I have a paragraph up here from a passage that you also have. So if you don't mind, make sure you have that passage, but we're just going to focus on the first paragraph of that passage. So let me read it aloud. Passive secrets is the title. The old place on Marquette Road had been empty for decades. Most people hoped it could be saved. But neglect had left the entire structure unstable. The roof had holes in it and boards were falling off of the outside walls. Broken windows had allowed the elements and wild creatures to invade it. A demolition date was scheduled. Though if I'm applying the strategy, I just did the first step, which is read a paragraph and then I stopped. And so the second step is to ask myself, what is the main idea and what were details in that paragraph. And I know

that the main idea is going to be found pretty much in the first sentence. Or I'm going to look for repetitions throughout the paragraph. And so I also know that I'm going to put the main idea and the details in my homework. So let me look back over this paragraph and I'm going to use a strategy that we use in teaching called think aloud. So everything that's in my head, you all are going to hear. So this is what's going on in my head right now. Read a paragraph and let's see, as I look through that paragraph, for the main idea, I see that this is a paragraph about an old empty house. Ahh. Now for you, notice that I put, went on and put those words into my I put the main idea into my own words. You didn't say empty house. If you look at this paragraph, but you heard me say old empty house. So that was in my own words, though, the paragraph is about an old empty house. And now what I wanna do is find some details, what's left there and a lot of details in this short paragraph. So let me see if I can find some and put those into my own words. Well, that house was falling down and the windows were shattered. And also I see that people wanted to save the house. So those are two details. And you have to ask yourself, did I identify details accurately and did I put them into my own words? Were they in fact from the paragraph? And hopefully you can all say yes. Yes, yes. Did what I say makes sense? Yes. Did I only make one main idea statement? Yes. So I think that I fulfill the requirements of using the paraphrasing strategy. So I see that there are not too many people in here with us. And I'm trying to think how I can proceed that I will I think what I will do is go on and read the next paragraph. And you have the next paragraph, you have the entire passage yourself, so I'm finding it so I can read it. And I'll demonstrate with the second paragraph. And you read along with me, because I'm going to ask you to do this by yourself in a few minutes. So I have the second paragraph. And at the top of the sheet it says level nine, passage three in House of secrets. So that's where I am. Ownership of the house was unclear. The Historical Society had tried to purchase the property for years. The last owner refused to sell it even after moving away. When he died, family members bickered over it until most of them had died. The remaining family members did not seem to care what happened to it or even know who owned it. Okay. So the question that I'm going to ask myself is, what is the main idea of this paragraph? I just read it and I'm going to look back through the paragraph. I see a lot of stuff about ownership. So I think I will say that this paragraph is about questions regarding past ownership of the house. And I glanced back through to see if that's what I think is the main idea. And I think I'm going to stick with that. That's my final answer. This paragraph is about past ownership of this old house. And now I need to find some details and put those into my own words. Well, I see that the family members bickered over it. So what can I how can I put that into my own words? Sometimes you can, you can't put every word into your own words. This family, that's one of those words that, you know when you're when you're talking about family, you might, can't even think of another word for family. So you might just go on and use that word, but I certainly can find another word for bickered. I might say. Family members thought about that house until they were all gone. Alright, well, gone is the same as died, fought is the same as bickered. So I took that thought and put it into my own words. And let me see if I can find another detail and put it in my words. Let this last sentence. Family members who were left, had little interest in the house. So did not seem to care to me that's the same as little interest in the house. So I came up with the main idea and two details, and I put those in my own words. So what I would like for you to do is to take a few minutes. We're going to stop the recording and read through the rest of those paragraphs and use this strategy. Read paragraph by paragraph. Stop. Ask yourself what's the main idea and details in the paragraph? And then finally, put the main idea and details into your own words. So, yeah, I'm going to give you, I'm going to use my timer and I'm going to give you five minutes to go through the rest of that passage while we stop the recording. And then in five minutes will regroup. By now, you

should have read and applied the strategy to the rest of the passage. And I'm wondering if perhaps with each successive paragraph the process of reading, asking, and putting in your own words. Might have gotten a little bit more fluid for you or might have moved a little bit more quickly. And you will find, if you use this strategy, then that will happen, it will move more quickly for you. But it does work if you use it. So that we next to last thing that I want you to do is to try to see how well your application of the paraphrasing strategy worked for you today. So you also have a little quiz. Hopefully, that is entitled "House of Secrets" And it says please Circle the letter next to the best correct answer for each item. And there are six questions. So I'd like for you to quickly take that quiz to test your use of the paraphrasing strategy. So, take that quiz and I will give you about two minutes to do that. Mm-hm. Okay. Let's see how you did. I'm just going to read the answers and you can just check to see how well you, your use of the Paraphrasing strategy paid off for you. So the first question, what is this passage about? The answer is C, a historic site saved from near certain demolition. Question two, the house had fallen into disrepair because, the answer is B, it had been empty for decades. Question three, The House. And the answer is C, was occupied at various times by Confederate and Union soldiers during the Civil War. Number four, what prompted the decision to renovate rather than demolish? The answer is D, sealed off basement rooms were believed to be a part of the Underground Railroad. Question five, what conclusion can we draw from this story? The answer is A, Be sure to explore something before destroying it. And finally, number six, what did historians find in the house? And the answer is A, bags of silver and gold coins. I wish that was my house, maybe I should continue to look around. So in conclusion, I want to implore you to use this strategy. I also want to ask that when you use it and use it successfully, that you contact Mr. Williams because he can attest to I have gifts for those who use and let me know that the strategy has been used. So I'm going to restart this video and move to my last slide, which is for you to answer in the chat box, how can this strategy help me and when do I plan to use it? I want to see that it is your intent to use this strategy. You showed up because you want to be a better student. So this is your opportunity to engage in some accountability to yourself and to those others who are here. So please enter into the chat box how it's going to help you, you hope. And more importantly, when do you plan to use this? And we'll ask Mr. Williams to to read what we find or what we read. I don't think I can see that chat box right now. As of right now, we don't have any. As of right now one just came through this strategy worked because it helped me focus on the important information provided in the paragraph. And I plan to use this technique when I have a timed quiz or test. Okay, thank you thank you and I can't think of a better way to come to the end of this. That was beautifully stated and read by you, Mr. Williams. And so I want to thank you for showing up and participating in this zoom meeting. And I more importantly, I hope that you will use