Teaching middle years students to paraphrase, use synonyms and generate questions from factual texts will improve the student's reading comprehension of exposition texts.

Abstract

Many middle years students (Years 5-9) are adept at the decoding of text beyond their reading years, however are unable to comprehend and retain the information they have read.

As teachers our goal has always been for our students to become 'good readers'. We once measured this capacity to read on foundational reading skills such as alphabetical knowledge, phonological awareness and high decoding rates. This assumption presumes that when students are able to decode with fluency and expression they are also able to comprehend all of what they read. Research over in the past years has begun to address the dilemma of students who are able to decode the most difficult of text with little or no comprehension of what they have read.

The results of these research findings, has major implications for the academic success of our middle years students as well as for those who educate them. We have produced a cohort of students who may be able to decode secondary school text books with relative ease, but who have little or no skills or strategies to support their comprehension of this difficult style of expository text. The implication for these children is that they do not have adequate access to the course content they are expected to know and understand. Success and achieving acceptable scores will this be a challenge for these students.

The current study will explore the hypothesis that explicitly teaching middle years students' skills and strategies such as paraphrasing, synonym use and questioning of text will improve their ability to comprehend non-fiction or expository texts.

One Year 7, 13 year old boy with a history of a variety of Literacy difficulties was given an explicit teaching intervention of nine sessions including modelling and teaching of the skills and strategies related to paraphrasing, synonym use and questioning. The student was taught how, when and why these strategies could be used, according to a teaching sequence modelled on 'the how of teaching any strategy', appendix D (Munro). Each strategy was: explicitly modelled by the teacher with supporting scripts and metacognitive strategies, then practised practiced orally and in writing. Lessons began with a lot of cueing and feedback from the teacher which was lessened over the course of the lessons. The oral paraphrasing was also faded and the written component was increased. The student was assisted in identifying and finding synonyms for key vocabulary in order to facilitate their rewording of text. They were taught the acronym RAP to remind them to Read the text, Ask themselves questions about the main ideas and details and Put the ideas in their own words changing as many words as they can. The questioning component of the strategy was modelled on 'teaching inferential comprehension strategies', appendix E (Munro). The inferential comprehension component was modelled on 'teaching activities for recoding non verbal to verbal form', appendix F (Munro).

A control group of one same aged girl, also with Literacy difficulties continued her regular literacy lessons with no explicit teaching in synonyms, paraphrasing or questioning. Matched pretesting and post testing of the intervention and control group enabled a comparison of data. The average comprehension gains of the intervention student were greater than the gains of the control student, so giving moderate support to the

hypothesis. Due to the very small sample group the results may be less conclusive and point to the importance of measuring the progress of larger numbers of students.

The implications of this study are therefore that secondary school English teachers not rely on decoding accuracy as a measure of comprehension ability; that students in middle years of schooling may be taught independent use of a repertoire of metacognitive skills and strategies that support deeper level comprehension of expository texts.

Introduction

There are many literacy challenges facing middle school students in understanding secondary school text books, especially science texts (Best, Rowe, Ozuru, McNamara, 2005). Students may be able to decode and understand words on a page, but what about the contextual nature of the text? Decoding skills and knowledge at a word and sentence level are simply not enough to gain a clear and deep understanding of the curriculum content of upper primary and junior secondary schooling.

Success in middle schooling is delicately balanced upon a student's ability to build meaning form expository texts, to link previous knowledge and personal connections and to retain and then transfer this information. Student's ability to comprehend these texts in the manner required is not reliant on decoding ability but rather the ability to make connections with the text, to process the information presented and recall this information in a meaningful manner. Therefore students experiencing difficulties with comprehension are at a severe disadvantage during this vital learning time. Their ability to cope with the everyday comprehension demands of the curriculum will be difficult, let alone the metacognitive expectation of students in applying previously learned information to different contexts.

Therefore it becomes the responsibility of educators to ensure they are skilling their students for success. The improvement of instruction and curriculum for all students through cognitive strategy training (Katims & Harris, 1997) is essential to provide students with the lifelong, metacognitive skills necessary to process essential information. The research supports the education of students to learn strategies and techniques that enable students to learn to solve problems, complete tasks independently, to process information in active and thoughtful ways. Thus the focus is on teaching students how to learn and how to successfully apply skills and use knowledge to meet the demands of life and school.

Research states (Best, Rowe, Ozuru, McNamara, 2005) that success in middle years of schooling is dependent upon the ability to construct meaning from expository texts, the implications of which are for educators to teach the skills of questioning, use of synonyms and paraphrasing as well as inferential comprehension supported with personal knowledge of a text. If we equip students with these skills we are equipping with tools of success.

On entry into secondary school it is assumed students have the necessary skills to cope with the reading demands. The teaching styles of secondary school s resemble the idea of 'talk and chalk', worksheets and copious amounts of reading. This style of presentation does not promote improvement in comprehension for a wide range of students with varying needs. The nature of the text books themselves requires students to work through difficult vocabulary, to decipher syntax and to apply inferential thinking as well as link prior knowledge to the text being read. These are considerable cognitive demands which may account for some of the reading comprehension difficulties in middle years students (Best, Rowe, Ozuru, McNamara, 2005).

Therefore the explicit teaching of strategies and skills, as mentioned above, will strengthen student's comprehension of expository text. Remediation strategies to address these needs are required. "..designing instructional programs to teach readers active reading practices based on metacognition and reading strategies that facilitate the deep-level comprehension.." of expository texts (Best, Rowe, Ozuru, McNamara, 2005).

The paraphrasing strategy developed by Schumaker, Denton and Deshler (1984) is an instructional program which addressed the above stated needs. The strategy has been proven, whether in individual, small group or whole class intervention, to improve comprehension for students of varying ability levels including students with special needs.

According to Kintsch (as stated in Kleitzen 2009), paraphrasing is a complex reading strategy which requires the reader to make connections with prior knowledge to access what is already known about the topic and to make use of the students existing lexicon of word knowledge to deeply comprehend the content of what is read. Support and explicit training for students to take this nonverbal information and recode it into verbal form is therefore an important component of this strategy also (Munro, 2002). In doing so, students are participating in active mental engagement with text thus promoting deep-level comprehension and empowering students to more successfully access, retain and convey the information they need (Katims & Harris, 1997).

Katims and Harris (1997) suggest that apart from its cognitive complexity, in essence paraphrasing is a straightforward strategy to teach students comprehension strategies. The basic three steps being: Read a paragraph, Ask yourself questions about the main idea and Put the main ideas and details into your own words using complete sentences, or the acronym RAP. The acronym is taught to students as a metacognitive tool which supports stimulation of retrieval cues that allows for assimilation of previous knowledge with the new information being read. As such paraphrasing is an element of the monitoring feature of metacognition which then becomes part of the student's 'tool kit' of strategies, a specific tool to stimulate their self talk and support their independent application of the steps in the strategy.

Hagaman and Reid (2008), in their independent study, found that the strategic instruction of the paraphrasing strategy with the supporting RAP acronym was an effective intervention supporting struggling readers to improve their comprehension of expository text. The success of the intervention was attributed to the process being systematic, step-wise and required self monitoring by the students.

Hagaman and Reid also relate to the benefits of the research-based paraphrasing strategy as a program used to support the Response to Instruction Model (RTI). The RTI model promotes research based intervention programs be implemented for struggling students before consideration for special education services. The results of Hagaman and Reid's study suggest this RTI intervention response was a successful intervention for their participants with improvements being "immediate and pronounced" (Hagaman & Reid, 2008).

Katims and Harris (1997) also examined the effectiveness of paraphrase training to improve comprehension in mixed ability groups including both learning disabled and non disabled students. The overall result was a gain of 17% by the experimental group, compared to students in the control group who gained 3.5%.Gains for learning disability students in the experimental group when separated out were 22%; compared to the students with LD in the control group who gained 11%. These results also support the RTI model of explicit and directed intervention as being highly successful in supporting students with learning difficulties.

Fisk and Hurst (2003) relate to the success of paraphrasing as a reading comprehension intervention due to its incorporation of four modes of communication including reading, writing, listening and speaking. It is suggested that when all of these modes are used students are more likely to comprehend and recall the information.

To support our students to be successful, schools and individual educators are called to come together in with a mutual responsibility to cater to the needs of individual students. Research suggests that arming our students with a variety of skills, strategies and metacognitive techniques which allow them to 'learn how to learn' is of profoundly more benefit than teaching curriculum content alone (Parker, Hasbrouck & Denton, 2002).

A middle years student's ability to gain meaning from expository texts is a vital skill for success in secondary schools. The strategy of paraphrasing has been chosen as an appropriate intervention for the participant of this study as although they are able to decode with accuracy, their ability to extract meaning from and recall the ideas of texts they have just read is quite poor compared with their peers. The study will investigate the gains that may be made by teaching a single strategy in a limited period.

The hypothesis of this intervention is that teaching middle years students to paraphrase, use synonyms and generate questions from factual texts will improve the student's reading comprehension of exposition texts.

Method

Design

The action Research Study uses a design model of OXO (assessment, teaching, assessment). Gains in paraphrasing ability and reading comprehension following an explicit teaching intervention targeted at paraphrasing, synonym use and questioning, are investigated for middle years students. Results are compared between a Control Student who continues with the regular Literacy classes and an Intervention Student who is given explicit teaching sessions and skills to support the above reading comprehension strategies.

Participants

Participants in the study include two thirteen year old year 7 students. One child's (Control, female) results are to be used as the control, with the other child (Intervention, male) as the recipient of the explicit teaching sequence.

Students were chosen due to their primary school history of being targeted as 'at-risk'. Both students received ongoing and explicit Literacy Intervention throughout primary school targeted at spelling difficulties, decoding, fluency and comprehension. Both Children's year 5 NAPLAN data results for Reading placed them within the lower range expected for the middle 60% of Year 5 Students in Australia. Both students Post-Literacy Testing results for the end of year six is listed below.

Post Literacy Data – Year 6	Control Student	Age Equivalent	Intervention Student	Age Equivalent
Burt Word Test	92	>12 years	98	>12 years
Probe Decoding	97	Meets Expectation	99	Meets Expectation

Probe Comprehension	40	Below Expectation	50	Below Expectation
Peters Dictation	79	Below Expectation	88	Below Expectation
SA Spelling	37	9.11	41	10.11

Materials

Pre and Post Testing

-Synonyms Task (John Munro, 2005). Students are asked to provide synonyms for a variety of list words.

-Paraphrasing Task (John Munro, 2005). Students are asked to paraphrase a variety of sentences changing as many words as possible whilst retaining meaning.

-Probe Comprehension of Reading Test, non-fiction texts at 12-13 years readability (Tribune Publication, 1999). Students read non-fiction texts and were asked to write answers to comprehension questions related to the text.

-Spontaneous Retelling Comprehension Task. Students were asked to read a paragraph from a science text and spontaneously retell as much information as they could.

Other

-RAP Paraphrasing acronym in poster format.

-Reading Texts- five texts were used in an effort to allow the student to become more familiar with the vocabulary used for each topic thus allowing for more meaningful sessions. The texts were chosen directly from Year 7 Science Texts. The Fry's Readability Procedure was used to determine the reading levels.

-Teacher Journal- used to record anecdotal data.

-Flash Cards- for use with synonym work.

-Teaching Sequence Outlines (refer appendix).

Procedure

The participants were both individually both pre and post tested. The participation of the Control Student was limited to pre and post testing only, so as to provide a comparison point for the Intervention student who received the explicit teaching sessions.

The nine Intervention Teaching Sessions took place three times per week in an after school time slot. Sessions were conducted for approximately 30-40 minutes.

The Control Student did not receive any targeted teaching in this area and continued to participate in the regular school curriculum.

The teaching sessions (Appendix B & C) are modelled on the procedures outlined in High Reliability Literacy Teaching Procedures: A Means of Fostering Literacy Learning Across the Curriculum and the Teaching Paraphrasing Strategy Framework (John Munro). The teaching emphasis is supporting students to identify synonyms for key words so as to paraphrase more meaningfully; to compose and answer questions about the facts or

details presented in a sentence or paragraph; to reflect upon the strategies used and how they support greater comprehension and why.

Each session conducted followed a prescribed routine, where the student was asked to reflect on the reading material from the previous session and paraphrase sentences from that text. The RAP acronym (Schumaker, Denton & Deshler, 1984) was used to assist students to recall the steps involved in the skill of paraphrasing: **R**ead the text, **A**sk yourself questions about the main ideas and details, **P**ut the ideas into your own words and try to change as many words as you can.

In order for student's to master the strategies taught in the short Intervention, ongoing support will be required to develop mastery of the skills.

Analysis of Data

The Student's post test scores will be compared to pre test scores, with the post test scores being the dependent variables that are used for analysis. This analysis is based on identification of the impact of the Intervention Instruction as opposed to the Control of no formal instruction.

The analysis of the data is however limited due to the size of both the Control and Intervention groups being one child in each. The success or failure of the data to support the hypothesis should therefore be taken into consideration. It is a very limited research project and while implications for future teaching and planning may be made, they are limited to these results only.

All raw data was calculated into percentages for ease of comparison.

Results

The overall results gained and trends in the data indicate support for the overall hypothesis that *teaching middle years students to paraphrase, use synonyms and generate questions from factual texts* does *improve the student's reading comprehension of exposition texts*. The scores for all tests improved for the Intervention Student and remained consistent or unchanged for the Control Student. The PROBE comprehension test illustrated this gain clearly with the Intervention Student improving by 3 question points and the Control Student's score remaining the same.

The data trends show an increase in scores for each reading assessment tool administered to the Intervention Student, suggesting the Intervention sessions supported application to a wide range of comprehension strategies.

It should be noted that the results gained have limited reliability due to the very small Intervention and Control Group. Whilst it is expected that the data is a result of the Intervention there is not a large enough group of participants to base a firm confirmation upon.
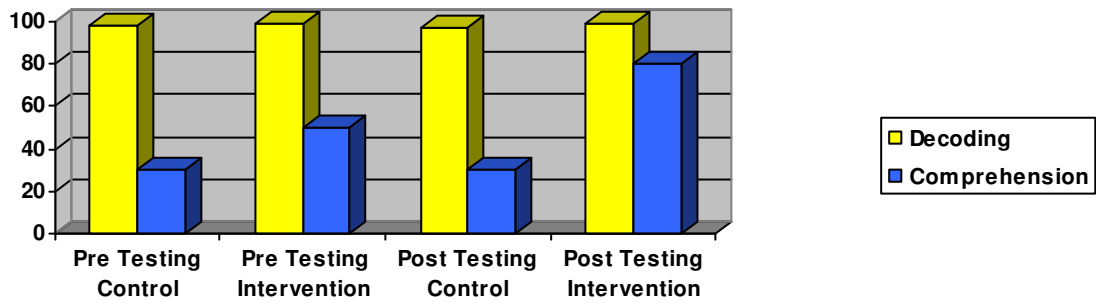
Table 1 – Probe Results (non-fiction)

Table 2 – Probe Comprehension (non-fiction) Analysis

|	Inference /2		Vocabulary /1		Evaluation /4		Reorganise- Ation /2		Reaction /1		Total /10	
Test	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Control	0	1	0	0	2	2	1	0	0	0	3	3
Intervention	1	2	1	1	2	3	1	1	0	1	5	8

The Probe Comprehension Test (non-fiction) was administered to determine reading accuracy decoding data as well as overall comprehension ability.

The pre test data for the Probe Comprehension Test indicates results for both Control and Intervention in the below average ranges. Decoding results for both participants are in age-appropriate ranges at approximately 13 years.

The post testing data illustrates an improvement in comprehension for the Intervention Student as illustrated in Table 1, from 50% to 80%. The Control Student's results remained unchanged (30%).

Table 2 analyses the types of comprehension skills each student is able to use successfully. The Control Student's results remained unchanged, illustrating difficulties with inference, vocabulary, reorganisation and reaction comprehension sub-skills. The Intervention Student's skills improved slightly in each of the comprehension sub-skills.

Table 3 – Synonyms Task Results
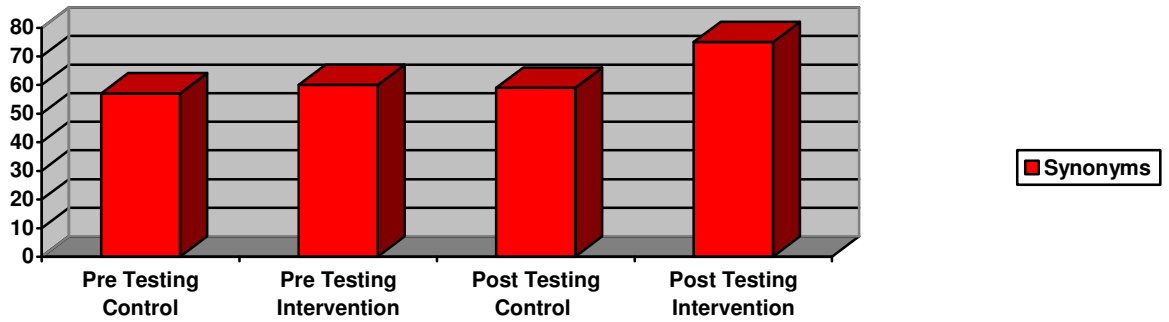
The pre and post test data for the Synonyms Task illustrates that the Control Student made insignificant gains (57% to 59%) and the Intervention Student made significant gains (60% to 75%), being able to generate far more synonyms after the Intervention Sessions.

Table 4 – Paraphrasing Task Results
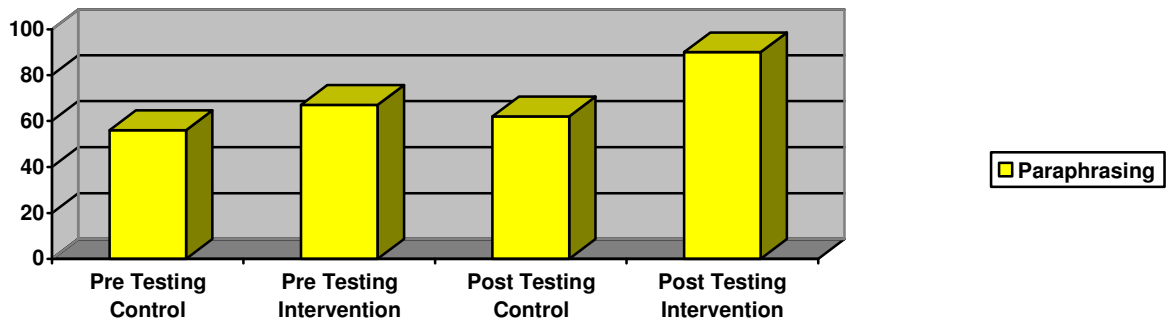
The pre and post testing data for the Paraphrasing Task illustrate insignificant gains made by the Control Student (56% to 62%) and significant gains made by the Intervention Student (67% to 90%). The Intervention Student improved by 23 percentage points, the Control Student by only 6.

Table 5 – Spontaneous Retell Task Results
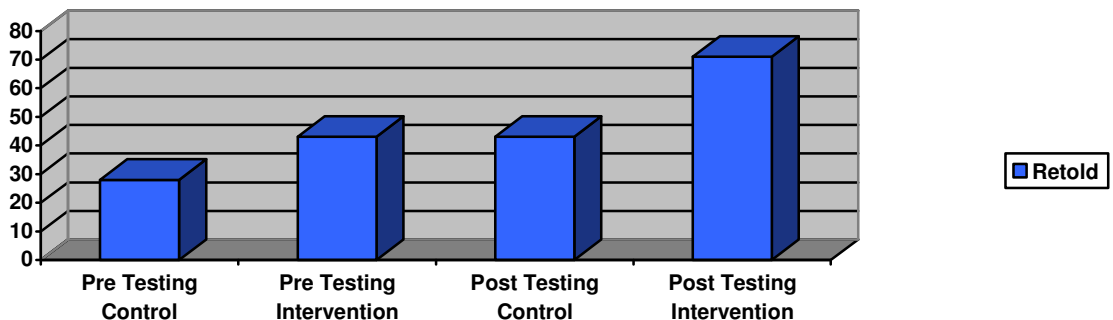
The pre and post testing data for the Spontaneous Retell Task illustrate, once again, insignificant gains (28% to 43%) made by the Control Student, whilst significant gains (43% to 71%) were made by the Intervention Student.

Overall the results show improvements in the Intervention Student's comprehension skills.

Discussion

When the two participants post testing results were compared it was shown that explicit teaching of the paraphrasing strategy produced better reading comprehension performance with the Intervention student rather that the regular exposure to normal curriculum by the Control Student. This supports the hypothesis that *'Teaching middle years students to paraphrase, use synonyms and generate questions from factual texts will improve the student's reading comprehension of exposition texts'*.

The Intervention Student showed improvement in each of the post tests administered with the post tests being the dependent variables from which comparisons can be made. As the overall aim was to improve comprehension, the PROBE comprehension results and the Spontaneous Oral Retell are the two items that illustrate this improvement. The Intervention student made gain from 30 – 80% on the PROBE comprehension of non-fiction text and gains from 43 – 71% on the retell of non-fiction text.

The improvement in the percentage of text recalled by the Intervention student is considerable. The ability to recall text is a skill struggling readers' find difficult which, as discussed earlier, directly influences the success of students to learn from and transfer knowledge from text. The data from this study supports the research by Hagaman and Reid (2008), who found explicit intervention using paraphrasing and the RAP acronym support sound improvements in student's comprehension scores.

The Intervention Student's ability to generate synonyms also increased considerably from 60 – 75%. The gains made in the paraphrasing activity were considerable with improvements from 60 – 90%.

The Control Student's post test data remained relatively unchanged, supporting the research (Katims & Harris, 1991) that students with reading comprehension difficulties benefit from explicit intervention teaching of cognitive reading strategies rather than from a regular school curriculum based on memory of content material only.

The Intervention Student's improvements are reasonable particularly when applied to the paraphrasing and comprehension post tests. The results suggest that the Intervention Student's ability to monitor comprehension improved as the student was better able to apply skills and strategies to the reading material presented.

The Intervention student responded with enthusiasm and motivation to the intervention sessions. It was noted that the acronym RAP was used often by the student as a reminder of the steps to follow. The student had good general knowledge and a genuine interest in science, which aided the student's motivation. The student was able, with modelling and support, to bring this knowledge to the text. This ability to make connections with the text in a meaningful way seemed to be a deciding factor for this particular student. The student discussed the idea that *'thinking about what I already know helps me to understand and remember better'*. This comment supports the metacognitive element of teaching a strategy that a student will benefit from knowing why paraphrasing is helpful, then they will use it (Fisk & Hurst, 2003).

Whilst the student's spelling skills were below average, access to a broad lexicon of word knowledge supported the student's ability to write acceptable paraphrased sentences.

An element that was lacking in the teaching sessions was the opportunity for the Intervention student to interact with other students to discuss and debate the content. Fisk and Hurst (2003) relate the incorporation of the four modes as integral to the process of teaching the strategy. This group discussion and questioning is an important element

of the process also outlined by Munro, giving students greater opportunity to learn from each other.

It was noted that the readability on the samples of text chosen for the teaching sessions varied greatly form a year 6 instructional text to a year 10 hard text. Whilst the student was able to decode all of the texts, there was considerable more difficulty in making connections and discussing the more difficult texts. This supports the recommendation made by Hagaman and Reid (2008) of ensuring the texts chosen for the teaching of a strategy are at an easy or instructional level. This readability of the science text also has implications for the secondary school educator's expectation that all children will be able to access the same text and gain meaning without support.

Evidently there are limits to the conclusions which may be drawn from a study which targets individual students. It is not possible to discuss the results in terms of 'significant differences' or with any real comparison power. Implications and trends in the results may however be useful in drawing conclusions and considering recommendations.

Implications from the vast research and from this limited study indicate a need for intervention programs to explicitly teach cognitive reading strategies to students experiencing reading comprehension difficulties. Programs which support students of all ages and levels to identify difficulties in their own understanding combined with instruction targeted at overcoming a lack of prior knowledge will provide capacity for deep level comprehension (Best, Rowe, Ozuru, McNamara, 2005).

This method of intervention supports the Response to Instruction Model, whereby children experiencing difficulties with learning are targeted for explicit instruction. The focus of this explicit intervention needs to be the teaching of skills and strategies, not just content, that the student may then perform independently in a variety of contexts. Empowering students by building self efficacy and metacognition are aspects of learning that will impact all the student encounters.

For these types of interventions to be widely available to students experiencing difficulties, educators need to be supported through accessibility to direct reading strategy training. Research studies, such as this, are an opportunity for educators to gain this knowledge in a meaningful and practical way. Collegiate sharing of information gained is also an avenue for extending professional knowledge.

Further investigations trialling other reading strategy investigations would also be of benefit and provide an effective forum to add to educators' repertoire of effective classroom practices or highly reliable literacy teaching procedures (Munro, 2002).

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Appendix A

Reading Texts (Year 7)

Title	Source	Fry's Readability	Genre
See Through Pages 286-288	Science Quest 1, 3rd Edition, Lofts & Evergreen, Jacaranda Press. (Year 7 Recommended Text)	Year 6 Instructional	Non-fiction Exposition
Smooth Running Pages 114-115		Year 8 Hard	Non-fiction Exposition
Essential Separation Pages 72-73		Year 7 Hard	Non-fiction Exposition
Interrupted Travelling Pages 234-235		Year 10 Hard	Non-fiction Exposition
In the Five Kingdoms Pages 226-227		Year 9 Hard	Non-fiction Exposition

Appendix B

Teaching Paraphrasing/Comprehension/Questioning Strategy (from course notes Literacy Intervention Strategies)

Activity	Task Description
Text Retelling (passage from previous session)	Students re-tell passage from the previous session. They say what they remember about the text.
Text Reading (Shared Reading Strategy, passage from previous session)	Students and teacher re-read passage from previous session. Teacher cues use of paraphrasing during the reading. "How would you say it another way?" Each student reads a sentence and then retells it in her/his own words, changing as many words as possible. Review RAP acronym.
Synonyms (from previous session)	Cue students into the use of synonyms from last session. How did it help? What did you do? What words did you replace?
Reading (new passage, Shared Reading Strategy and questioning)	Students read new text together. Discuss main ideas and details. Students to ask themselves questions about the main ideas and supporting details.
Reading Target Words (new passage)	Students match key content words from the new text with words which could be used in their place. Use synonym word cards placed on target words from the text. Students say the paraphrasing acronym (RAP) before they begin to read: **R**ead the text, **A**sk yourself questions about the main ideas and details, **P**ut the ideas into your own words and try to

	change as many words as you can. Student reads passage. Teacher cues each student to paraphrase aloud after each sentence read in the text.
Writing new sentences (new passage)	Students are asked to paraphrase a sentence and write down what they thought of. Share and discuss sentences.
Reflection	Students comment on what has been learnt in the session, discuss how paraphrasing, use of synonyms and questioning may assist them to comprehend texts read.

Appendix C

Teaching Unit – 9 Sessions

The teaching sessions are modelled on the procedures outlined in *High Reliability Literacy Teaching Procedures: A Means of Fostering Literacy Learning Across the Curriculum* and the *Teaching Paraphrasing Strategy Framework* (John Munro).

<u>**Prior to Session One:**</u> Read the first section of 'See Through' pages 286-288, discuss main ideas and details. Students to ask themselves questions about the main ideas and supporting details, such as who, when, what and how type questions. Tell students you will be using this text to learn a new reading strategy.
<u>**Session One:**</u>

Discuss the purpose *for reading* the text and introduce the strategy. *Tell students- we are going to learn a new strategy which will help you with your reading comprehension. It should help you gain a clearer understanding of texts you read and also to remember the main ideas. It is a strategy that will help you read many different types of texts in different subject areas. The strategy is called paraphrasing. When you paraphrase, you read a sentence or group of sentences then tell yourself what you have read, using different words. You change as many words from the original text as you can whilst keeping the meaning the same.*

1. ***Text Retelling*** - Refer to first section of text from already read. Students asked to share what they remember about the text 'See Through'.

2. ***Text Reading*** - Students and teacher re-read passage from previous session. Teacher models use of paraphrasing and synonyms during the reading. A sentence is written on the board from the text to be paraphrased. Teacher cues students in identifying and underlining key words. Ask the students to suggest other words for these. Explain that these are synonyms and model their incorporation into a paraphrase of the original sentence, also model changing word order while retaining meaning. This is how I can say it another way, by using synonyms for words in the text?" Teacher continues to read sentences and then retells in own words, modelling how to change as many words as possible. Review RAP acronym. Allow students to choose a sentence and practise paraphrasing it into their own words.

3. ***Introduce the RAP acronym*** as a reminder to help students remember what they need to do: **R**ead the text, **A**sk yourself questions about the main ideas and details, **P**ut the ideas into your own words and try to change as many words as you can. Display poster. Remind students this is a useful tool to remember what they need to do.

4. *Teacher reviews the action* – Look at what we did here, we read each sentence and said it other ways. We exchanged text words for words with the same meaning. This strategy helps us to understand what we read in the text. Allow questions.

5. *Reading* (new passage using the Shared Reading Strategy/Questioning) - Students read next section of 'See Through' text together. Discuss main ideas and details. Support students to recode nonverbal connections with text to verbal form. Students to ask themselves questions about the main ideas and supporting details. What is this paragraph about? What does it tell me about? What do I already know about this topic or sentence or word? Where can I find the information?

6. *Writing new sentences* – Teacher first models paraphrasing of new passage. *I will read it and I want you to read it to yourself with me. Then I will try saying it in another way. Next you can try. I will write down what we both say.* Students are then asked to paraphrase a sentence and teacher writes down what they thought of. Share and discuss sentences. Review RAP acronym.

7. *Reflections* – What do you tell yourself to do when you paraphrase? Tell me what you now know about paraphrasing and what steps you need to follow to paraphrase a text.

Lessons 2-9 follow this strategy:

Text Retelling: Students recall synonyms to match key words from last session. They are written on the board. They then retell what they recall of passage from previous session.
Text Rereading: Students and teacher reread passage from previous session with students cued to RAP. They then read then say each sentence in their own words, changing as many words as they can while retaining meaning.
Shared reading/questioning of the new passage: refer to text list below.
Synonyms: Key content words from this lesson's text are targeted for synonyms. Students complete synonym activities: matching, brainstorming, searching thesaurus.
Review Action: Students articulate the paraphrasing strategy before beginning to read: after I read each sentence I will ask myself questions about the main ideas and details. Next I will say put those ideas into my own words by changing as many words in the sentence as I am able to. Individual students are called on to paraphrase after each sentence is read.
Written paraphrase:
Students write a paraphrase of selected sentences from this lesson's text. They are read out. Some are recorded on the board for group discussion/ comparison.
Reflection/Transfer of strategy
Students say what they have learned this lesson and how it might help them in other reading situations.

Texts For Each Session:

Pre: See Through

Session One: See Through

Session Two: Smooth Running

Session Three: Smooth Running

Session Four: Essential Separation

Session Five: Essential Separation

Session Six: Interrupted Travelling

Session Seven: Interrupted Travelling

Session Eight: In the Five Kingdoms

Session Nine: In the Five Kingdoms

Appendix D

The How of Teaching Comprehension Strategies (Munro)

Readers need to learn how to:

- Know how and when to use each strategy

- Automatise the use of each strategy

- Integrate the strategies into a set of guiding reading actions

- Monitor the use of the strategies and how they work.

Teaching Any Strategy:

1. Pupils read without being cued to use the strategy

2. The teacher or peers introduce the need for learning the strategy

3. The pupils practise first for words they hear

4. The pupils transfer the strategy to text: the teacher or the other pupils model or demonstrate the strategy by thinking aloud whilst using it

5. The pupils apply the strategy to text: guided student practise

6. The pupils consolidate the use of the strategy. They:

   - explain the strategy, describing what each step does and why it works

   - commit the steps in the strategy to memory using verbal rehearsal

   - use the strategy in simplified situations by saying what they will do before they actually do it, and

   - practise applying it, first under guidance and then more independently

7. The pupils transfer the strategy to other text: gradual student control

8. The pupils transfer the strategy to other text: generalisation

9. Readers link the strategy with other strategies.

Teaching inferential comprehension strategies: Summary (John Munro)

Students can learn to use the 4W and H framework to generate inferential questions to ask of text they hear or read.

Infer from the information given: questions ask readers to infer about ideas before /earlier than the contexts in the text.

Infer in time: questions ask readers to infer in time about ideas in the text.

Infer unstated cause and effect: questions ask readers to infer cause and effect not stated directly in the text, read between the lines.

Infer the nature of possible changes: questions ask readers to infer 'what would happen if......?' by changing ideas in the text.

Infer the audience: questions ask readers to infer what the writer believed about the audience.

Infer what characters are like: questions that ask readers to infer character traits, what characters are like using clues in the text.

Infer the main idea: readers infer the main idea, general significance, theme, or moral of the text and supporting details: infer the main idea or moral of the text.

Evaluative level questions: these questions ask readers to judge the content of a text by comparing it with: external criteria, whether it agrees with what is generally known or expected, and with personal criteria, how it fits with what individual readers know and what they value. They judge whether what the text says is accurate, acceptable, useful, true, or likely to occur.

Evaluate whether the ideas are likely to occur: reality or fantasy, whether incidents, events, or characters in a text are likely to occur in real life. Judge whether something is likely to happen.

Evaluate worth, desirability or acceptability: readers judge the suitability of a character's actions, the author's views, subject matter or style.

Evaluate in terms of your feelings: How would you have felt if …?

Teaching activities for recoding nonverbal knowledge to a verbal form – Munro, 2002

Type of activity	Example of activity
What does the title tell you ? Give students the title of a text or some of the topic sentences in a text. They suggest the ideas that might be included in it. They discuss how they decided. They can learn to ask themselves "What *does it remind me of?*" or "What pictures does it suggest ?"	Write this title: · *Tools used when working with Timber* · *Panda places*
What do these mean to you ? Give 10 topic words from the text to groups of students. They • visualise the topic • describe what the words remind them of • suggest questions that the words might cause them to ask.	Name Personal details Existing loans Writing Application form What I own How much I owe
This is how it begins. Read out the first sentence of several paragraphs. What do these tell you about the text ? What picture/s do they suggest ? What do they remind you of ?	· Like many animals the giant panda needs a special environment to survive · While there are many types of bamboo, the panda will only eat four types · It takes fifty to sixty years for a bamboo plant to mature
Think, pair, share. Readers note possible ideas in a text, pair with other students and share their thoughts.	The Lives of Stars
Ask me about the topic. Students have mock interview activities in which one student interviews another about the topic, for example, one student does a radio interview with another student who tries to get a bank loan when it is harder..	Pythagorus' Theorem Training methods for sports
You write the article . Give students headlines and have them write possible articles to follow. They can work on this in group activities	Pandas in danger of becoming extinct