

*Learning how to use paraphrasing strategies while reading non-fiction text will enhance literal comprehension at sentence level for a student in Year 5.*

### TEACHING PARAPHRASING STRATEGY

Activity	Task Description	Time
<b>Text Retelling</b> (Passage from previous session)	Students retell passage from the previous session. They say what they remember about the text.	3 – 5 mins
<b>Text Reading</b> (Shared Reading Strategy – strategy from previous session)	Students and teacher re-read passage from previous session. Teacher cues use of paraphrasing during the reading. The reader reads each session and then re-tells in his/her own words, changing as many words as possible.	5 – 8 mins
<b>Synonyms</b> (Passage from previous session)	Students are cued to re-tell in their own words, sentences read to them from the story they read in the previous session.	5 mins
<b>Reading Target words</b> (New passage)	Students match key content words from the new text to be read with synonyms. They can do this by sorting word cards and placing each card on synonyms in the story.	3 – 6 mins
<b>Writing Target words</b> (New passage)	Students writes key content words from the new text to be read by copying each from its card.	3 – 6 mins
<b>Text Reading</b> (Shared Reading Strategy -new passage)	Students say the paraphrasing strategy before they begin to read: “ <i>After I have read each sentence I will try to say it my way. I will change as many words as I can.</i> ” Student reads passage. Teacher cues the student to paraphrase aloud after each sentence read in the text.	8 – 12 mins
<b>Reflective</b>	Student comments on what has been learnt in the session.	3 mins
<b>Total</b>		30 – 45 mins

## Teaching Unit

*Learning how to use paraphrasing strategies while reading non-fiction text will enhance sentence level comprehension for a Year 5 student at a literal level.*

The approach for the teaching procedures comes from *High Reliability Literacy Teaching Procedures: A means of fostering literacy learning across the curriculum* and the *Teaching paraphrasing strategy* framework. (John Munro). The focus will be on replacing as many words as possible in the original sentence.

### Outcomes:

The student will be able to:

- Hear or read alternative attempts at re-telling a sentence and select the most accurate
- Practice writing paraphrases for sentences
- Explain what they do when they paraphrase and comment on how it helps them to read better
- Use the context in which a word is used to work out its meaning
- Suggest synonyms for words within the text
- Paraphrase at the sentence level
- Read the 'story' in her own words
- Answer questions about the facts or details presented in a sentence or longer passage
- Use knowledge gain in the sessions in other areas of the curriculum
- Display a more confident attitude to activities requiring reading

Students may need support after the intervention to master these outcomes before they can operate independently of the teacher.

The sessions were modelled on *Teaching paraphrasing strategies* – (John Munro)

The sessions prior to introducing the intervention consisted of:

- Two sessions of Guided Reading with a SAID Framework overlay (Western Australian First Steps –Oral Language) to support strategies for reading factual text.
- Two sessions where we looked at posters (Chosen by the student).
  - a. A Rainforest
  - b. The Party.

During these sessions the students discussed the content of the posters before collectively formulating a sentence about the content. They then took turns to repeat the sentence by saying it in their own words. The aim was to replace as many of the original words as possible while retaining the same meaning. This association process was to help the student link their understanding of the new word to a synonym.

Here is a picture of a Rainforest can you together come up with a sentence about it? Teacher writes the sentence.

One member of the group reads aloud the sentence, a second student si asked

1. Say that in your own words? or What is another way of saying it?
2. What does that mean?
3. Say it to someone else in another way.

## Session 1

**Introduce the strategy:** *We are learning things to help you read. One of the things you can do is look at a picture and formulate a sentence using your own words. Today we are going to learn another thing you can do.*

What you do is tell yourself what you have read. After you have read a sentence you say it to yourself in your own way. You try to change as many words as you can. Let's practice it

**Teacher models paraphrasing and cues student activity:** *Look at the first sentence. I will read it and I want you to read it to yourself with me. Then I will try saying it another way. Then I want you to try.*

Read some sentences that have accompanying pictures with the child. After each sentence, the teacher models paraphrasing it and then has the student practice it. You may need to begin with changing as many individual words in sentences first. The student can suggest synonyms - practiced in pre-intervention strategy teaching.

Sentence read	Teacher	Students paraphrase
Rescue workers were successful in saving approximately a dozen stranded False killer whales that had beached themselves at Greenvale beach yesterday.	<p><b>Read sentence twice.</b></p> <p><b>Model paraphrasing.</b> Helpers were able to save around twelve beached false Killer whales that had stranded themselves at Greenvale beach yesterday.</p> <p><b>Now you try saying it in your own words</b></p>	
"It was a hard job we won in the end and it was fantastic to see them free at last," Paul Garla, a conservationist for Greenpeace told the media.	<p><b>Read sentence twice</b></p> <p><b>Model paraphrasing.</b> "It was a difficult task but we were successful in the end and it was exciting to see them free at last," Paul Garla, an environmentalist for Greenpeace told the newspapers.</p> <p><b>Now say it in your own words.</b></p>	

**Teacher reviews the action:** Let us look at what we did here. We read each sentence and then said it other ways. See how it helped you to understand what the text said.

Do you have any questions?

**Teacher models and the student practices:** Let's do this together with another sentence. Read this text.

**Teacher reviews the action:** What do you tell your self when you paraphrase?

**Student transfers action to other text.**

**Student paraphrase texts individually:** Now you are going to practice the strategy all by yourself. Try to think of a different way of saying each sentence. Read each sentence. Say it to yourself in another way and write down what you thought of. Try not to use words that are written in each sentence.

**Student reviews what they did:** Teacher says, *“At the end of our first session can you tell me what you know about paraphrasing and what steps you should follow to paraphrase a text?”*

**Student possible answers:**

1. The first step in paraphrasing is to read a text
2. The second step is to ask yourself questions about the main idea and details
3. The third step is to put the main idea and details into your own words using complete sentences.

**Review:** *“After I have read each sentence I will try to say it my way. I will change as many words as I can.”*

## **Session 2**

During this session the student consolidates the use of the strategy. The student reviews the steps involved in paraphrasing and the teacher gives additional practice in paraphrasing single sentences and paragraphs. Monitor the student's work and give appropriate feed back. Pupil transfers the strategy to new text by being shown a text and saying what to do.

**Student possible answers:**

1. The first step in paraphrasing is to read a text
2. The second step is to ask yourself questions about the main idea and details
3. The third step is to put the main idea and details into your own words using complete sentences.

**Review:** *“After I have read each sentence I will try to say it my way. I will change as many words as I can.”*

## **Session 3 – 6**

These sessions followed the format as set out in the model in Appendix B. It took two days to work through a short extract from non-fiction text.

## **Session 7 – 8**

Paraphrasing at the sentence level continued during the final two sessions but was extended to include paraphrasing a paragraph. The student was asked to link a combination of four paraphrases to form a paragraph. The teacher first modelled this strategy. The student was then asked to have a go.

**Introduce the strategy:** *Today we are going to link several sentences we have paraphrased to form a paragraph.*

*What you do is tell yourself what you have read. After you have read the sentences you say it to yourself in your own way. You try to change as many words as you can. Let's practice it*

**Teacher models paraphrasing of short paragraph and cues student activity:** *I will read the paragraph and I want you to read to yourself with me. Then I will try to say it another way. Then I want you to try.*

Read the paragraph and the teacher models paraphrasing and then has the student practice it.

**Teacher reviews the action:** *Let's look at what we did here. We read the paragraph and then said it another way. See how it helped you to understand what the text said. What did you tell yourself when you paraphrase this paragraph?*

*Do you have any questions?*

**Teacher models and the student practices:** *Let's do this together with another paragraph. Read this text.*

**Teacher reviews the action:** *What do you tell yourself when you paraphrase?*

**Student transfers action to other text.**

**Student paraphrases texts individually:** *Now you are going to practice the strategy all by yourself. Try to think of a different way of saying the paragraph. Read the paragraph. Say it to yourself in another way and write down what you thought of. Try not to use words that are written in the paragraph.*

**Student reviews what they did:**

**Teacher says,** *“At the end of our session can you tell me what you know about paraphrasing and what steps you should follow to paraphrase a text?”*

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