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

**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).

**Prior to Session One:** 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.

**Session One:**

*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: Read the text, Ask yourself questions about the main ideas and details, Put 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