

*Explicit teaching of the paraphrasing strategy, to a small group of year three students who demonstrated a significant delay in reading acquisition, improves literal comprehension.*

## **Abstract**

Many students who have experienced difficulty reading fluently in the early years of schooling can begin to see reading as a mechanical process and not for its fundamental purpose of conveying ideas and accessing information.

The purpose of this research was to examine whether the explicit teaching of the paraphrasing strategy to students who have significant delay in their reading acquisition would improve their literal comprehension. The paraphrasing strategy involves a three step process which firstly teaches students to read the sentence, secondly to think about the ideas in the sentence and finally to restate the sentence using the students' own words whilst retaining the meaning.

Three year three students were withdrawn from their class and explicitly taught the paraphrasing strategy for ten lessons over a three week period. The study compared the results of teaching this intervention group with that of a control group of three students who were not taught the strategy. Pre and Post testing was administered to both groups and results were analysed to determine the level of improvement or otherwise on students' levels of comprehension.

The results of the study indicate support for the hypothesis, as the comprehension scores, paraphrasing and synonym test scores all indicated improvement for all three students in the teaching group. The study concluded that explicitly teaching the comprehension strategy paraphrasing to students who experience a range of reading difficulties can improve the students' literal reading comprehension.

## **Introduction**

Many students in the middle years of primary school have difficulty reading accurately and appear to become totally focussed on attempting to decode words. Traditionally, teachers have concentrated on assisting students to become fluent decoders and have presumed that students needed to become competent decoders, before they could improve reading comprehension. However, students who require most of their “mind space” (Munro 2007) to decode words, have little room to process meaning, and consequently have difficulty accessing information through the written text. Moreover, they are significantly restricted in their ability to gain knowledge and information to assist their future learning.

Many researchers (Katims & Harris, 1997; Parker, Hasbrouck & Denton., 2002; Fisk and Hurst, 2003; Lee and Von Colln, 2003; Munro, 2007) have examined the impact of the direct instruction of the paraphrasing strategy on students’ ability to comprehend text. In addition, Katims et al., (1997, p.3) argued that paraphrasing was seen “to significantly increase the reading comprehension of students with and without learning disabilities.” Similar findings were noted by Munro, (2007) who maintained that students with reading difficulties showed improvement after being taught to paraphrase. In Munro’s “Multiple Levels of Text Processing” model (MLOPT: 2007) the teacher can examine the students reading and assess areas of difficulty, then apply learning strategies to assist students to improve specific reading difficulties. Paraphrasing is a strategy suggested in the model to improve comprehension, initially at the sentence level and then moving from the sentence level to a paragraph.

Parker, et al., (2002) argued that whilst there are multiple reasons why students display poor comprehension skills, these students demonstrate limited understanding of key vocabulary in sentences and how sentences and ideas convey meaning. Reading is a complex process and it is suggested by Parker et al., (2002) that it is necessary to teach students “learning strategies” so that they know “how to learn” and that by applying specific learning strategies, students are more able to maintain interest and concentration throughout the learning process (p.3).

Whilst paraphrasing is one of a number of strategies that can assist comprehension, these researchers have supported the idea that students who experience reading difficulties are in fact able to improve their ability to understand and process meaning, by explicitly teaching this strategy. Furthermore, this strategy can be used easily in the classroom as, Fisk et al., (2003, p.184 ) maintain that “it is an effective tool to add to our repertoire of classroom practices intended to increase students’ comprehension of text”. In addition, they point out that this method uses all modes of communication, i.e. reading, writing, speaking and listening. Furthermore, Ghosn,(1996) supports this strategy as being helpful to students from Non-English speaking backgrounds.

As part of their studies Katims et al.,(1997) and Lee et al., (2003) tested the effects of teaching the paraphrasing strategy using the RAP acronym to help students to remember the three step paraphrasing strategy:-

**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.**

The teaching of a strategy approach involves both cognitive and behavioural training that direct the students' approach to comprehension. The students learn the strategy which enables them to develop self-management strategies to promote their understanding of text (Loxterman, Beck, & McKeown, 1994, cited in Katims et al. (1997). There is evidence to suggest that the teaching of cognitive strategies to low-achieving readers (Duffy et al., 1987; Haller, Child, & Walberg, 1988; Palincsar & Brown, 1985, cited in Katims et al., 1997) is an effective method to assist 'at risk readers' to remember and implement the strategy. Furthermore, Katims et al. (1997, p.3) notes that "this intervention approach focuses on teaching students specific ways to process information in an active and thoughtful way". He cautioned teachers not to conclude that the three steps are simple, by saying that they are deceptively complex. The complex nature of the process was also highlighted by Gersten, Fuchs, Williams, & Baker, (2001); Nelson, Smith & Dodd, (1992, cited in Munro, 2004) when they described how to teach paraphrasing.

Firstly, the teacher needs to discuss the purpose of the strategy with students, before teaching the steps in the process and provide opportunities for students to discuss and reflect on why the steps are useful. When teaching the process, the teacher needs to model the use of the strategy and provide many opportunities for students to practise applying the strategy. Throughout each lesson, it is vital to provide regular revision and

reflection of the process and initially to scaffold the students' use of the strategy, then support students' gradual movement to independent use of the strategy. Students' need regular practice of self-instruction statements and the teacher should constantly be monitoring each students' progress. Further research to consider regarding the influence of teaching this strategy to year three students found that following the teaching of paraphrasing students made gains in expressive comprehension, but not receptive comprehension, which may suggest that young learners have difficulty applying the strategy throughout the reading process (Munro, 2004).

The present investigation aims to extend research by examining the effect of teaching the paraphrasing strategy to a small group of middle year students who are below average in reading accuracy and have low comprehension skills. These students do not demonstrate the use of strategies to assist comprehension, as they often continue to read even when meaning is lost and show little evidence of checking or self-correction.

It was hypothesized that teaching explicit teaching of the paraphrasing strategy to a small group of year three students who have significant delay in reading acquisition will improve literal comprehension.

## **Method**

### **Design**

The study uses a case study OXO design. Gains in paraphrasing ability and reading comprehension are monitored by pre testing , followed by explicit teaching of the

paraphrasing strategy and then post testing to measure gains. The study compares two groups of students, a control group and an intervention group.

## Participants

The students chosen to participate in the study are currently in year three. All six students are from Non- English speaking backgrounds with one student from each group coming from a home where no English is spoken. Half the students’ families receive the Education Maintenance Allowance. There is one male and two females in each group. The intervention and control group consisted of three students from separate year three classrooms. All students have a history of reading difficulties. Students A, B and C attended all ten lessons.

Information regarding students is shown below in Table 1 & 2:

Table 1

Student	Gender	Teaching/Control Group	Age in Months	ESL	EMA	Earlier Intervention
<b>A</b>	Male	Teaching	106	Yes	Yes	Reading Recovery
<b>B</b>	Female	Teaching	100	Yes	No	Nil
<b>C</b>	Female	Teaching	107	Yes/No English	Yes	ESL small group Prep
<b>1</b>	Male	Control	103	Yes	No	Nil
<b>2</b>	Female	Control	105	Yes/No English	No	ESL small group Prep
<b>3</b>	Female	Control	101	Yes	Yes	Nil

Table 2

<b>Student</b>	<b>Paraph Pre Test</b>	<b>Synonyms Pre Test</b>	<b>Neale Pre Test Accuracy</b>	<b>Neale Pre Test Comp</b>	<b>Neale Pre Test Reading Rate</b>
<b>A</b>	0/14 = 0%	9/29 = 31%	22	11/20= 55%	39
<b>B</b>	3/14 = 21%	7/29 = 24%	36	6/20 = 30%	66
<b>C</b>	3/14 = 21%	5/19 = 17%	27	07/20 = 35%	39
<b>1</b>	8/14 = 64%	13/29 = 44%	38	12/20 = 60%	43
<b>2</b>	3/14 = 21%	6/29 = 20%	39	10/28 = 35%	97
<b>3</b>	1/14 = 07%	9/29 = 22%	25	9/12 = 75%	31

## **Materials**

Pre and Post Testing

Neale Analysis of Reading Ability (Neale, 1999)

Paraphrasing Group Test (Munro, 2005)

Synonym Group Word Test (Munro, 2005)

Paraphrasing Lesson Plans:

Adapted from Introducing the Paraphrasing Strategy (Munro, 2007)

Literacy Intervention Strategies Appendices (Munro, 2007)

Reading With Strategies Stage 1 & 2 - Picture Chats with sentences (Lesson 1 & 2) (see resources Appendix 2)

Lessons 3-6: Big Books (see Resources Appendix 2)

Lessons 7-10 The Missing Pets Lesson 51, Part 1,2,3,4. (2006). Early Reading Intervention Kit (ERIK)

## **Procedure**

The pre testing for this research was administered to both the control and intervention groups over two days. The Neale Analysis of Reading Ability (1999) was administered individually. Other pre testing included the Paraphrasing and Synonym Group Test (Munro,2005). The first seven questions only were used for the paraphrasing test, as all students have a low reading level. The intervention and control groups were withdrawn separately and administered these group tests.

There were ten teaching sessions which were conducted over a three week period with the duration of each session being between 30-35 minutes. The intervention group was withdrawn from their regular classes, however, due to school timetabling and commitments with my role as Special Needs and Student Wellbeing Coordinator, the sessions were scheduled at varying times throughout the day. The teaching sequence was adapted from Munro (2007) Comprehension- Paraphrasing lesson plans, however some modifications were made to this model which included the use of the acronym RAP (Lee et al., 2003; Katims et al., 1997).

**Read the sentence**

**Ask yourself questions about the main ideas**

**Put all the ideas and details into your own words using complete sentences  
and keeping the meaning**



Following the introduction of the three step strategy in lesson one, the acronym was used to support students in the intervention group to remember the steps. As all students in the intervention group had a history of reading difficulties, this cognitively based paraphrasing strategy was identified by Lee et al.(2003) and Katims et al.(1999) as being beneficial to students with reading difficulties. The strategy of paraphrasing that Munro (2004) suggests “involves working on one sentence at a time in terms of its literal meaning” was used for this study (p.837).

As all students were from a Non-English speaking background the model of teaching and learning recommended by Collins, Brown and Newman, (1989; cited in Munro, 2007) regarding the responsibilities of the teacher and students was followed. In lesson one, the teacher modelled the process of paraphrasing, by reading the sentence to the students, then identified key words and synonyms. The students were shown how to ask questions about the main ideas, before attempting to paraphrase. Sentences with a picture cue were used during the introductory lesson. After modelling the process, the teacher then cued students to apply the paraphrasing strategy. Following each step the teacher provided support and feedback and the students articulated what they did and how it was a useful strategy. At this point the acronym was introduced. Lesson plans after the first session followed the basic structure from Munro’s (2007) Comprehension- Paraphrasing teaching strategy. The students were asked to repeat the strategy each day before beginning the lesson. The strategy was applied to two sentences from lessons five to ten. In the earlier lessons, the students applied the strategy orally. In later lessons the students worked as a group and they jointly wrote their paraphrase which was later discussed. In lessons seven

to ten students wrote paraphrases independently. Throughout all lessons the strategy was reviewed by the students. (See Appendix 1).

At the conclusion of the ten sessions, tests used for pre testing were re-administered.

## Results

Trends for the intervention group show that explicit teaching of the paraphrasing strategy to a small group of year three students who have significant delay in reading acquisition will improve their literal comprehension. Pre and post testing comparisons for intervention students (A,B,C) and control group students (1,2,3) are shown below in Table 3.

Table 3

Student	Paraph Pre Test	Paraph Post Test	Synon Pre Test	Synon Post Test	Neale Pre Test Acc	Neale Post Test Acc	Neale Pre Test Comp	Neale Post Test Comp	Neale Pre Test R. Rate	Neale Post Test R. Rate
<b>A</b>	0%	28%	31%	41%	22	23	11/20 =55%	9/12 = 75%	39	30
<b>B</b>	21%	85%	24%	44%	36	36	6/20 =30%	17/20= 85%	66	46
<b>C</b>	21%	42%	17%	31%	27	32	7/20 =35%	9/20 =45%	39	33
<b>1</b>	64%	71%	44%	51%	38	38	12/20 =60%	11/20 =55%	43	42
<b>2</b>	21%	14%	20%	24%	39	37	10/28 =35%	10/28 =35%	97	104
<b>3</b>	7%	8%	22%	24%	25	22	9/20 =45%	6/12 = 50%	31	31

In the paraphrasing test two points were given to students who either paraphrased more than 50% of the sentence, or changed the order of the sentence whilst retaining the meaning. One point was given when less than 50% of the words in the sentence were substituted with synonyms. Only seven sentences were tested, as the first seven sentences

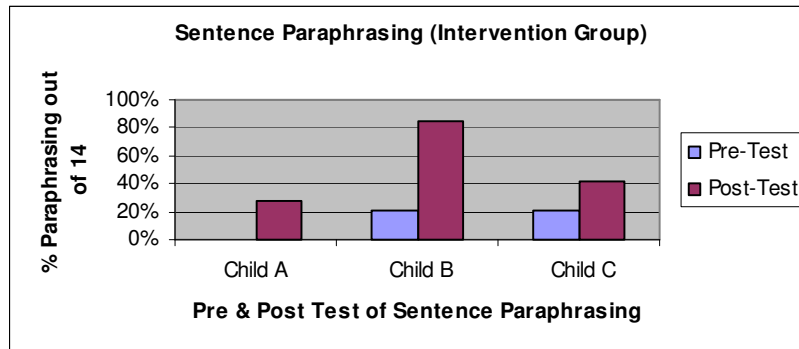
in the test were able to be read by the students independently. When scoring the synonym test, one point was given for one correct synonym for each of the 29 given words. No additional points were scored for students who generated more than one synonym for each given word. These were taken into account when assessing anecdotal evidence. Some students were able to read more accurately and reached a higher level in The Neale Analysis of Reading Ability (1999) test and consequently, they answered eight more comprehension questions than students on a lower level. Accordingly, the students' comprehension score was converted to a percentage of questions answered accurately.

The results of the post testing show the intervention group made positive gains in three key areas: the paraphrasing test, synonym test and the comprehension test. Two out of the three students made slight improvement in reading accuracy, whilst all three students had a slower reading rate.

The average gain for the paraphrasing test was 37.6%, whereas the control group achieved a gain of 1%, which included one student's score from this group decreasing by 7%. The trend in the synonym test was again positive with the average growth for the intervention group being 14.6% and conversely the growth for the control group being 4.3%. The most encouraging trend was the average gain of 28.3% in the comprehension test by the intervention group, in comparison to the control group whose score remained the same. It was interesting to note that all students in the intervention group had a slower reading rate in the post test and that reading accuracy showed little change in both groups.

Results of the paraphrasing test of Students' A, B and C are shown below in Table 4:

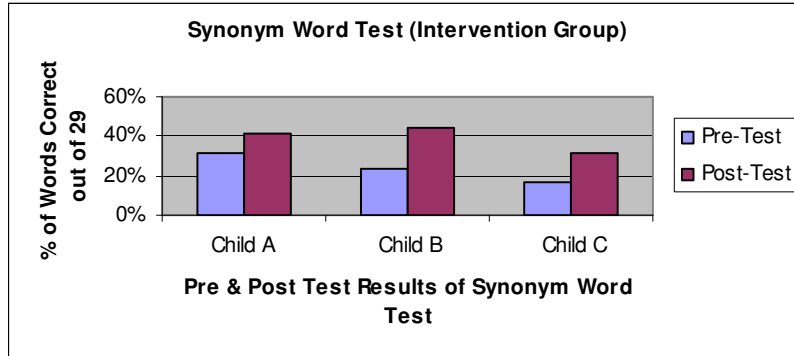
Table 4



Whilst Student A and C made significant gains in their ability to paraphrase sentences, it was noticed in both the lessons and the test that they had more difficulty reading fluently and accurately and this impacted on their ability to paraphrase sentences and retain the meaning. During the lessons, Student A had more success with paraphrasing when he was assisted with the reading and had an opportunity to practise his paraphrase orally, before writing. An example of a paraphrase he wrote after being assisted is included in Appendix 4. Moreover, it was noted that during the paraphrasing test, Student A and C were unable to read the word “attention” in question four. Student B was able to improve her score significantly, as she often changed the order of the words in the sentence and she grasped the idea of putting the whole sentence into her own words. The other two students tended to attempt to replace fewer words in the sentence with synonyms. Student B suggested to the group to put RAP on the top of the paraphrasing test before beginning. It is interesting to note that Student B made the biggest improvement in the synonym test, which assisted her with her paraphrasing ability as well.

Results of the Synonym Test for Students A, B and C are shown below in Table 5:

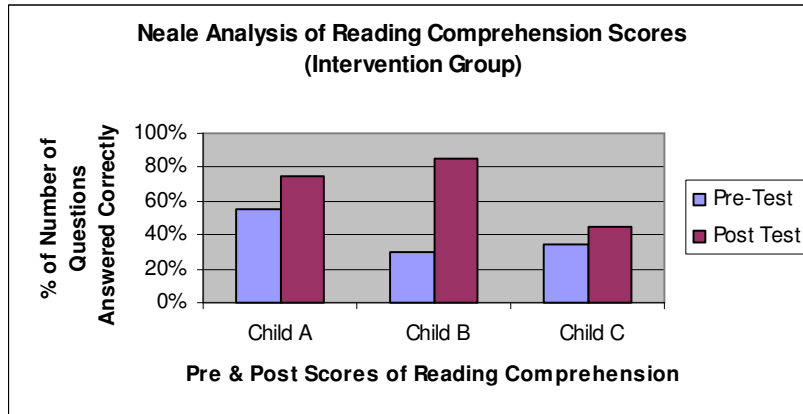
Table 5



During the lessons, students were asked to highlight key words and suggest synonyms. The students referred to a thesaurus and later charts were made with lists of synonyms in the earlier lessons. Student C, who does not speak any English at home, appeared to benefit from this focus and was able to improve her score by 14%. In the synonym test she was able to offer more than one synonym example twice, Student A provided three extra examples, whereas Student A did not attempt any additional synonyms. It was interesting to note that Student 1 in the control group achieved the highest score in synonyms and was able to provide extra examples on five occasions. However, Student 1 was only able to improve his paraphrasing score by 7%.

Results for the Neale Analysis of Reading Comprehension are shown below in Table 6:

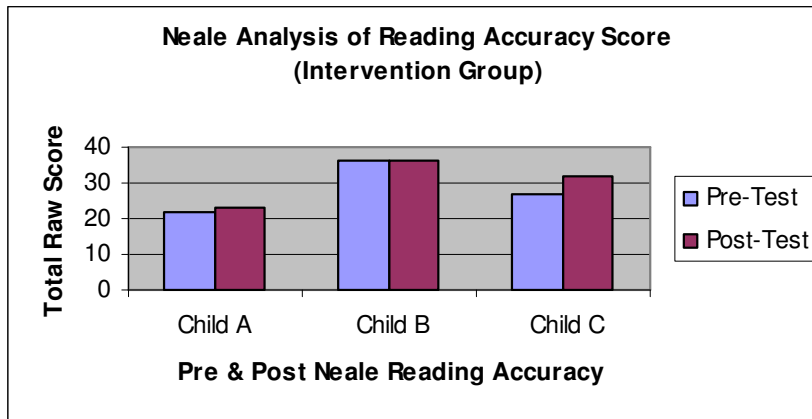
Table 6



Although Student A improved his comprehension score, he read only to Level 2 in the post -test. Student 3 in the control group had a similar result. In the pre-test they both had a high number of errors in Level 3, and therefore scored poorly in the comprehension of this passage. It can be argued that both students' comprehension has not improved to the level indicated in the scoring. Student 1 in the control group suffered asthma during recess directly before doing the post test in comprehension. This may be a reason why he dropped 5% in the retest. However, Student B and C made significant improvement and their results appeared to correlate to their improvement in the paraphrasing and synonym test.

Results of the Neale Analysis of Reading Accuracy are shown below in Table 7:

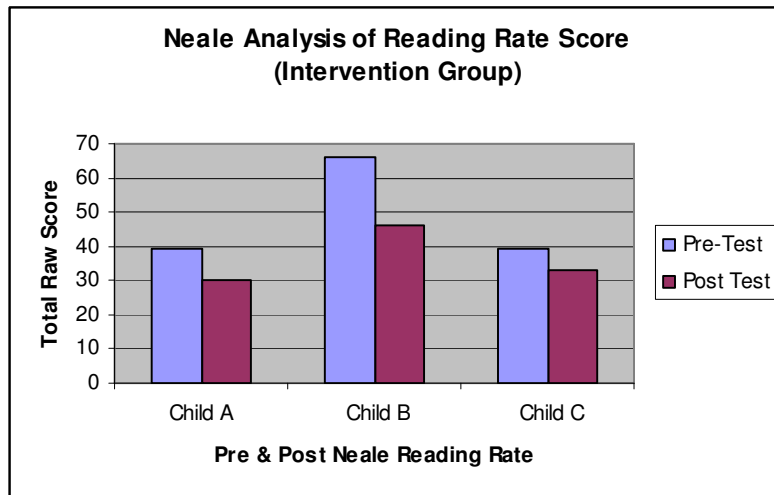
Table 7



As the students' comprehension and ability to paraphrase was the focus of this study, reading accuracy needs to be considered in relation to the impact it has on the students' ability to comprehend a text. Student 1, 2 and B had the highest reading accuracy scores, however, Student B made the highest gain in comprehension, which suggests that the increasing of paraphrasing ability has been a significant factor in this student's improvement.

Results of Neale Analysis of Reading Rate and shown below in Table 8

Table 8



All students' rate of reading slowed down in the post test. This can be explained by the extra monitoring and re-reading of text, which influenced the student's growth in comprehension scores.

## Discussion

The hypothesis of whether the explicit teaching of the paraphrasing strategy to a small group of year three students who demonstrated a significant delay in reading acquisition would improve literal comprehension was supported by these results.

As shown previously, students in the intervention group improved their paraphrasing ability, use of synonyms and demonstrated some gains in literal reading comprehension. It was evident in the post testing that these students had particular difficulty with non



literal comprehension questions. In the practise passage in the Neale Analysis of Reading Ability (1999) students A, B and C were unable to answer the following question, “How could the friends guess that they were playing up in the tree-house?” (Form 2, p.2). The correct answer required the students to note that the children always pulled the rope up after them, to try to hide where they were. Furthermore, only Student B answered question 4 in Level 2 correctly, about how the children knew the parcel had arrived from overseas.

Although all students have made gains in their ability to generate synonyms, Student C did not understand the word “final”, so was unable to conclude that the circus was in the final act.

Parker et al., (2002) noted this difficulty regarding students’ who experience comprehension problems, in that they fail to understand key words. This was noticed during lessons when the students needed to refer to the thesaurus to identify appropriate synonyms and had difficulty brainstorming synonyms for key words. All students had difficulty providing additional synonyms in the synonym pre and post test.

During the early teaching, the students tended to change only simple words in sentences, or add more descriptive words which changed or embellished the meaning. Sentences needed to be read a number of times and discussed in detail. The need to check the paraphrase to ensure the meaning was maintained needed to be revisited often. When students worked together as a group and were provided opportunities to brainstorm vocabulary their paraphrasing attempts improved. This supported the findings of Almasi

and Gambrell, (1997, cited in Fisk et al., 2003) that “providing opportunities for students to interact with one another and to challenge others’ ideas during discussion supports higher-level thinking” (p.151).

It was disappointing not to have had more than ten lessons to focus on teaching synonyms to assist students to paraphrase more efficiently, as all students are from a Non- English speaking background and one student from the teaching group came from a family where there is no English spoken at home. More lessons would have given more opportunity for growth. In addition, a larger number of students in each group would have provided more evidence as to how effective the explicit teaching of the paraphrasing strategy is for “at -risk” readers.

All students benefited from using the RAP acronym researched by Katims, et al., (1997) and Lee et al.,(2003) to help them to remember the three step paraphrasing strategy. Students tended to read a sentence and want to try to paraphrase it immediately, so the acronym was a reminder that the second step was to ask yourself questions about the main ideas before composing the paraphrase. The students were able to remember the steps without referring to the wall chart after the third lesson. All three students were able to display their knowledge of the strategy using the acronym to their class teacher.

As Student A and C in the intervention group had some difficulty composing sentences that were both meaningful and grammatically correct, it may suggest that students’ need to have developed a sufficient level of oral language skills to be able to competently use

the paraphrasing strategy to assist comprehension. Munro (2004) suggests that “the ability to paraphrase is more resistant for third grade readers” (p.839).

There are a number implications for teaching practice from this study. Observations and anecdotal notes from teaching sessions showed that students had difficulty understanding text even at the sentence level. They frequently made grammatical errors when paraphrasing and had difficulty generating synonyms for key words. This suggests that before teaching the strategy, the students need to develop oral language and vocabulary skills, as it is difficult for students to use their own vocabulary and phrasing whilst keeping the original meaning without proficient oral language skills. It may also benefit these students to be part of a mixed ability group, so that a richer discussion could be developed to assist these students to become more proficient in their use of language. As Harris and Sipay, (1990; cited in Fisk, p.183) argued, “Being able to restate another’s thoughts in one’s own language clearly and unambiguously is a crucial test of whether thoughts are understood”.

As the students had difficulty decoding and reading fluently, in retrospect an auditory comprehension test would determine what influence their level of reading has on their ability to gain meaning from text. Administering an auditory comprehension test, as well as a reading comprehension task may be a possible direction for future research. A larger intervention and control group would provide more reliable information for testing research. In addition, a larger amount of lessons is needed, especially when teaching students who are experiencing reading difficulties.

Other possible future directions would be to teach other comprehension strategies to the students, such as predicting and visualising, as students who experience difficulties comprehending text do not learn strategies automatically and therefore need them to be taught explicitly. The Neale Analysis of Reading Ability (1999) test highlighted the students had many mispronunciations and substitutions at word level. As a result it is recommended that additional teaching be done on developing the students' orthographic learning with emphasis on rapid automatised naming of letter groups and words (Munro, 2007). At the same time teachers need to be continually aware of revising comprehension strategies to ensure that the students continue to view reading as a process whereby ideas and information are conveyed to the reader, and not solely as a decoding process.

Overall, this research indicates support for the initial hypothesis that explicit teaching of the use of the paraphrasing strategy to three year three students who display a range of reading difficulties does improve their literal reading comprehension.

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## **Appendix 1**

The following sequence of lessons was implemented for a withdrawal group of three students in Year three.

### **Teaching Sequence**

#### **Materials**

Reading With Strategies Stage 1 - Picture Chats with sentences  
Adapted from Introducing the Paraphrasing Strategy (Munro, 2007)  
Literacy Intervention Strategies Appendices (Munro, 2007)

#### **Lesson 1:**

**Goal: To teach the strategy of paraphrasing a sentence using a three step process**

*Teacher: We are going to learn something that will help you to remember what you read. It is called paraphrasing. When you paraphrase you read a sentence and say it in your own words. You try to change as many words as you can. It helps you tell yourself what you have read.*

#### **The teacher models paraphrasing.**

The teacher will read the picture card and direct the students to read it to themselves. The teacher will invite the students to read along while the sentence is read again.

*The big brown bear opened his mouth wide and growled.*

The teacher will model the process of thinking about what the sentence is about and highlight any key words.

*Teacher: I will try saying the sentence in another way. Then I want you to have a go*

*This huge dark bear opened up his jaw and roared.*

The students will then be asked to paraphrase the sentence changing as many words in the sentence as they can while keeping the meaning. The teacher records the students attempts.

#### **Teacher reviews the action:**

*Let us look at what we did here. We read the sentence and then say it in other ways. See how it helped you to understand what the text said. Do you have any questions?*

These steps are repeated using more sentence samples from other picture chat cards. The teacher models reading the sentence, selecting key words that can be changed and then

paraphrases the sentence. The students then are invited to paraphrase the sentence. The teacher reviews the action after each sentence has been paraphrased.

*The black cat sat on the red tiled roof.*

*I can look for a book in the library*

*Can this little boy ride his red tricycle down the long, long, road?*

### **Students paraphrase the last sentence in pairs**

The teacher reminds the students to read the sentence first, think about what the sentence is about and then write it in another way in your own words.

### **Students review what they did**

*Teacher: Tell me what you know about paraphrasing and what steps you should follow to paraphrase a text.*

1. Read the sentence
2. Ask yourself questions about the main ideas
3. Put all the ideas and details into your own words using complete sentences and keeping the same meaning.

The RAP acronym was used to assist the students to recall the steps required when paraphrasing.

*Teacher: We can use the RAP acronym to help us to remember the steps. Let's go over the steps again using the acronym.*

*Teacher: How does paraphrasing help you?*

The students discuss how it is one thing they can do to tell themselves about what they have read. It helps to understand what the sentence is about.

## **Lesson 2**

**Goal: To review the strategy of paraphrasing sentences using the three step process on a narrative text**

Reading Strategies Stage 2 Picture Card

Big Book: Nobody Wanted to Play

Review the steps involved when paraphrasing. The three steps are displayed on a sheet from the previous lesson.

### **Review Previous Lesson**

*Teacher: What did we learn to help us understand what we read?*

*Teacher: What steps do we follow when we paraphrase a text?*

Refer to the steps displayed on the chart from the previous lesson. (see Appendix 3).  
Review RAP acronym.

Introduce Picture Card

*Teacher: I will read the sentence and I want you to read it to yourselves with me. Then you can read it with me.*

*The honeybee reaches deep down into the daisy to get the sweet nectar.*

The teacher will paraphrase the sentence, modelling the strategy of thinking about what the sentence is about and changing as many words as possible without changing the meaning. The sentence is recorded on the whiteboard. The students are then invited to paraphrase the sentence.

**Review the Action:**

*Teacher: Let's think about what we have done. We read the sentence and then say it in another way. It helps us understand what the sentence is saying. Let's use this skill when we are reading this book, "Nobody Wanted to Play" and we will talk about how it can help us understand the text better at the end of the lesson.*

The steps are then repeated using several sentence samples from the text. The teacher again models the steps to use when paraphrasing a sentence. Words that can be changed are selected and the paraphrase is completed by the teacher. Students take turns to paraphrase sentences. The teacher monitors the students attempts and gives appropriate feedback and assistance where necessary. The students are regularly reminded about the steps to tell themselves when paraphrasing.

**Review the Action**

*Teacher: What do you tell yourself to do when paraphrasing?*

*Teacher: How does it help us to read?*

**Lesson 3 - 10** (Approximately 35 – 40 minutes)

**Goal: To practise the strategy of paraphrasing and to reflect on how to use it and how it helps students understand the text.**

<b>Text</b>	<b>Teaching Activity</b>	<b>Student Activity</b>	<b>Monitoring Tasks</b>
Text Retelling from previous day	Review text from previous session	Retell text from previous session	Teacher monitors what students recall about the text



Text Reading (Shared Reading) from text from previous session	Remind students of steps used for paraphrasing <i>Remember we read each sentence think about what it is about and say it in another way.</i> Discussion about the topic and key words	Students refer to wall chart stating three step process as in Lesson 1. Repeat acronym and steps.  Students take turns in reading selected sentences and then paraphrase the sentence, changing as many words as possible	Teacher monitors progress and provides corrective feedback
Introduce New Text	Teacher/students and group read text together. Discuss main ideas and details. Teacher scaffolds selection of words to be paraphrased (lessons 3-6)	Students say paraphrasing strategy before beginning  Teacher and group paraphrase aloud selected sentences in the text. (lessons 3& 4) Teacher and students paraphrase 1 then 2 sentences(lessons 5 & 6) Students paraphrase sentences independently and write down paraphrase. (lessons 7 -10)	Teacher records cooperative paraphrase on whiteboard. The group checks the sentence for meaning and that all details are included. Share and discuss sentences students written sentences, check meaning and that all details are included.
Review	<i>Now let's go over what we did when we paraphrased Tell me what you know about paraphrasing? How does paraphrasing help you read? What steps should you follow to paraphrase a text?</i>	Students share strategy Refer to chart. Lessons 7 – 10 students recite strategies without the chart.	Students write how paraphrasing helps them

## **Appendix 2**

### **Resources**

I Wish I Had a Monster (2000). Rigby Heineman Port Melbourne, Victoria

My First Oxford Australian Dictionary and Thesaurus (2002). Oxford University Press

Nobody Wanted to Play. Oxford University Press. ( 1989). ISBN (set) 0195530225.  
ISBN 0195530276.

Stegeman, D., Meckley, D., Edwards, L. (1990). Reading with Strategies. Glenview, Illinois: Celebration Press.

The Greedy Grey Octopus (1984). Rigby Education. Melbourne.

The Hare and the Tortoise (2006). Mimosa McGraw Hill.

The Missing Pets Lesson 51, Part 1,2,3,4. (2006). Early Reading Intervention Kit (ERIK)

The Three Billy Goats Gruff ( 2003). Mimosa Publications.

### Appendix 3

- Read the Sentence
  
- Ask yourself questions about the main ideas
  
- Put all the ideas and details into your own words using complete sentences and keeping the same meaning