Hypothesis

With explicit training in the use of visualization strategies and paraphrasing students will be able to improve their comprehension skills beyond literal levels in fiction texts.

Abstract

Students in the later years of primary school are often very adept at decoding words in reading and often appear quite fluent reading aloud and reading silently. However their comprehension skills remain only at the literal level. They are unable to employ necessary strategies to delve beneath the text and are consequently very limited in the benefit obtained from their reading. This study hypothesizes that with explicit training in the use of visualization strategies and paraphrasing students will be able to improve their comprehension skills beyond literal levels in fiction texts.

This study compares the results of two, year six students before and after a series of specific lessons focusing on giving the students strategies to help them ask questions beyond the text. The Probe test was used as a pre and post measure of students decoding skills and level of comprehension. Both students improved their comprehension in post testing and had identified the types of self-questioning necessary to develop inferential comprehension. The strategy was successful for these two students during the research, but the implications for ongoing progress would be largely determined by the continuing support for these students who have not reached independence in their learning and have strong masking and avoidance strategies in place in their learning. To be able to assist through explicit teaching them to articulate the WHY and HOW they can improve their reading comprehension was very powerful in a small non threatening withdrawal group, but this changes significantly in an upper primary classroom situation where self efficacy plays an important role in how a learner sees himself and how willing he is to expose his understandings or lack of to his peers.

Implications for teaching are that all teaching needs to be explicit within the normal classroom structure and that a combination of strategies needs to be taught to all students. Further implications are students at risk need strategies for learning comprehension to be taught explicitly at all levels until they can automatise the complex intricacies of reading for meaning.

Introduction
Comprehension is the process of constructing meaning. This may occur in written language through reading and in oral language through speech. All readers can experience difficulty comprehending what they read. Even the most competent reader can be severely challenged when reading something beyond their understanding or interest. Proficient readers proceed on automatic pilot most of the time until something doesn't make sense or a problem arises and understanding screeches to a halt. Then they will slow down and reread to clarify. Less proficient readers may be so focused on decoding that they can't give adequate attention to make meaning. They then do not have the strategies to assist them to progress any further (Perkins & Swartz Smart Schools and Better Thinking and Learning for Every Child: New York Free Press) Students in upper primary levels are all able to read the written word to varying degrees, but frequently their comprehension has not moved beyond the very simple literal levels of an early reader. A competent reader needs explicit instruction to

- Become aware of their thinking as they read
- Detect obstacles and confusions that derail understanding
- Understand how strategies can help them repair meaning when in breaks down (Harvey S & Goudvis A: Strategies That Work)

A common criticism of reading strategies employed through the CLaSS model are that children are pushed to read at high levels of decoding but are unable to understand or comprehend what they read. Considering the approximate reading age of 11-12 years of most books leveled at Reading Recovery level 28+, it is not surprising that children of 5 to 6 years cannot comprehend beyond a literal level. However this does have implications for students who struggle initially with decoding in the early years of schooling and consequently remain measurably behind their peers in literacy progress. By the time they reach the later years of primary school they have been barely able to maintain their decoding skills and have not been able to incorporate the thinking skills a reader employs to construct meaning by thinking about what is read.

Pearson, Roehler, Dole and Duffy (1992) discuss the following strategies employed by proficient readers

- Activating relevant background knowledge before, during and after reading.
- Determining the most important ideas and themes in a text.
- Creating visual and other sensory images during and after reading.
- Drawing inferences from text.
- Retelling or synthesizing what has been read.
- Using fix-up strategies, such as rereading, to repair comprehension when it breaks down (Reading Matters, National Educational Association)

Many students in upper primary experience difficulty in the aforementioned strategies especially if the text presented is beyond their zone of proximal development (Vygotsky). They will exhibit difficulty with inability to recall details or the main event, are unable to sequence events, cannot explain in their own words (paraphrase) what the writing is about and when checked through reading aloud or a running record, do not self correct, or pause for punctuation which gives meaning and emphasis to the text.

Reading comprehension beyond a literal level requires the reader to be able to reorganize or reconstruct the text in his or her own mind in order to make sense of it. It also requires the reader to comprehend from information implied but not given directly in the text, evaluate information by extrapolating additional information not given in the text and react to the text by expressing an opinion based on information given in the text. (Probe)

Different readers rely on different strategies to gain understanding of what they read. Proficient readers may employ many strategies concurrently as they think through what they are reading. Visualizing and inferring do not occur in isolation but have been identified as strategies to enhance comprehension. " The use of imagery, sometimes referred to as creative visualization, is the ability to form pictures in one's mind to improve performance" (Goetz, Alexander & Ash 1992)

Strategies interweave " Inferring occurs at the intersection of questioning, connecting and print. Visualizing strengthens our inferential thinking and is actually inferring with mental pictures rather than words and thoughts." (Harvey S. & Goudvis A Strategies That Work) Students experiencing difficulty in reading often have difficulty using the visualizing strategy as they are unaware of the appropriate cognitive strategies that facilitate task performance and cannot efficiently initiate, regulate and monitor the use of such strategies (Chan, Cole and Morris 1990, p-2)

Another strategy, which enhances comprehension, is paraphrasing. A paraphrase is a restatement of an original piece of written or oral text into your own words. Just like translating, when you paraphrase, you do not change the meaning or the ideas being put forth, nor do you leave any information out (as you would in a summary); you change the language. By teaching a student to paraphrase a piece of reading, you are providing a method of comprehension which requires the student to read, revisit and reorganize their thoughts to make the reading more relevant to their thought processes. This strategy also leads the reader to develop inferential skills in comprehension. It is a valuable strategy because it provides

- Your own rendition of essential information and ideas expressed by someone else, presented in a new form.

- A more detailed restatement than a summary, which focuses concisely on a single main idea.

- The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

This study aims

- To provide upper primary students with an explicit teaching model which uses both visualizing and paraphrasing strategies to assist them to comprehend narrative texts beyond the literal level.

- To comprehend literally –right there questions

- To comprehend inferentially – read between the lines

- To comprehend evaluatively – to ask why?

Prediction

- That teaching year 6 students to use visualization strategies will enable them to develop their skills in inferential and evaluative comprehension

- That incorporating the strategy of paraphrasing will further assist them to reorganize the text for meaning.

METHOD

Design: The study uses a case study ATA (Assess, Teach, Assess) design in which visualization and paraphrasing strategies were taught to increase comprehension. Gains in reading comprehension were monitored following the teaching of a combination of visualization and paraphrasing strategies to two year six students with reading comprehension difficulties Both students had age appropriate reading skills at a decoding level but exhibited a low level of comprehension. Both students exhibit considerable difficulty in reading comprehension beyond the literal level in any classroom reading sessions.

" Initially comprehension for us was about literal understanding of stories and narrative text. And of course, this remains one goal of reading comprehension instruction. But this is only one goal. True comprehension goes beyond literal understanding and involves the reader's interaction with the text. If students are to become thoughtful, insightful readers, they must extend their thinking beyond a superficial understanding of the text" (Harvey & Goudvis 2000, p8)

Recent participation by both students in the Scholastic Lexile Reading, comprehension test placed both students in the 15th and 25th percentile respectively for reading comprehension skills. These results verify all other tests done which place them at risk.

Participants: The participants are two year 6 students who can read (decode) at an age appropriate level, but have significant difficulty with comprehension. Both students are 12 .5 years old. Their pre and post test reading ability are shown on table 1 Appendix

Student A is a male student who has a twin sister in the same class. His mother is a teacher who is always very concerned about his lack of progress. He participated in Reading Recovery for more than 20 weeks in year one. He has had ongoing intervention through small group work in special education, and has been on Student Welfare for the whole of his primary schooling with specific concerns in literacy. He has low vocabulary knowledge, which contributes to poor reading comprehension. His oral language skills are also of significant concern. He does not process verbally and has not learnt to correlate thinking, speaking and reading skills as all interrelated. "The relationship between reading comprehension and vocabulary knowledge is strong and unequivocal (Baumann & Kameenui 1991). Vocabulary knowledge contributes to reading comprehension and grows through reading experiences (Cunningham & Stanovich 1998) for readers at all skill levels. Many readers learn word meanings from reading inefficiently (Beck & McKeon 1991) He presents as a disinterested student who uses avoidance and masking strategies to avoid his problems. He finds it difficult to take any responsibility for his own learning and is generally disempowered and defeated by his inadequacies. Not at any time in class can he answer related questions to his learning without difficulty. He is immediately threatened by any type of questioning and responds inappropriately even if he knows the answer. He is in a constant state of anxiety about himself as a learner. Results of the self-efficacy test point to him feeling very negative about himself as a learner. It is pertinent to point out that his twin has not experienced any of the intervention. She has some difficulty in spelling, but her self-efficacy test indicated a much more positive self image as a learner. She is the responsible hard working student and he passively opts out of anything he perceives as too hard, which is most of the year 6 curriculum.

Student B is a 12-year-old female of Portuguese origin. She has a strong ESL background and still speaks mainly Portuguese at home. There is no support for her learning at home other than an expectation that she will work hard. She has a history of spelling difficulties and increasing school absenteeism, especially when she feels the work is too difficult. She works very hard when at school and tries to complete work at home to keep up with the class. This often is self-defeating as she does not comprehend and often does not even read requirements accurately and will put much time and effort into written work, which has not been required. She has a very different problem to student A who opts out of everything, but the end result for both students in coming secondary schooling will be failure to succeed in learning. She exhibits as a quiet student and only ever asks for assistance or clarification on a one to one basis. She is very aware of her difficulties and extremely conscious of not allowing her peers to know. She is very keen to succeed and has been very positive about this study and eager to develop new skills .Her self-efficacy test also indicated a poor self-image as a learner. Rather than be seen to make a mistake she will just say "Idon't know' to try… and make a mistake is often seen by ESL students as failure.

MATERIALS

- The following materials were used

- **Self Efficacy Test** – Supplied online –J Munro see Appendix

- **Burt Word Recognition** – This test was administered to find a starting point for administration of the Probe Reading Test.

- **Probe**- Prose Reading Observation, Behaviour and Evaluation of Comprehension was used for pre and post assessment for standardizing results in comprehension. This test is a reading assessment that combines evaluation of reading accuracy, reading behaviour and in-depth reading comprehension. This test was designed and written by a team of specialist education practitioners who have worked in Australia and New Zealand. Their experience in reading led them to recognize that a high level or reading accuracy did not necessarily correlate with a corresponding comprehension of the text. For students to become more insightful and analytical in their reading, they need to be able to read between and beyond the lines. As they progress through the school system, increasingly the expectation is that they can **comprehend** the underlying inferences**, evaluate** the text by extending beyond what is given**, reorganize** information**, infer** the meaning of unfamiliar or unknown words from context and **react** to what has been read. (Probe p 16). Each level of text has been written for assessment purposes and the reading age has been largely determined by the Elley Noun Frequency Method (Elley & Croft 1989) and a modified form of the Fry Readability Formula   see Appendix

This test was a very useful tool in determining comprehension difficulties experienced by both students in my research, as a successful reader was determined with scores of 95% in decoding of text and a minimum of 70% in comprehension.

Both students scored 95% on texts for 12 years of age in decoding skills but experienced considerable difficulty in comprehension at this level (see Test scores)

Reading Texts

Texts chosen for use in the sessions were evaluated for suitability using the Fry's Readability scale. As both students were decoding at age appropriate of approximately 12 years, but comprehending at approximately 10 years of age I chose to use texts used regularly in the CLaSS model for guided reading. The following texts were used

Title	Publisher	RR Level	Genre	
The Mystery of Mrs. Kim	Rigby Literacy	22	Narrative Fiction	
A Prince Among Donkeys	Rigby Literacy	22	Narrative Fiction	
Joshua Poole and Sunrise	Rigby Literacy	21	Narrative Fiction Chapter book	
Kalulu's Pumpkin	Rigby Literacy	24	Narrative fiction Chapter Book	

These books were narratives with simple literal plots at reading recovery levels 21 to 24.

The Mystery Of Mrs. Kim

 Naomi and Charlotte are late for school and take a short cut down Taylor Street. They see a strange lady who appears very dark and scary just like the houses in Taylor Street. What is the mystery that makes Mrs. Kim appear so frightening?

A Prince Among Donkeys

Adam is about to lose an important part of land that he has played on all his life. Why has the owner of the land sold it? Why is she so mean to animals and why doesn't she care about anything but money? Or has Adam got it wrong?

Joshua Poole and Sunrise

School's out for summer, Joshua Poole plans to spend summer riding Sunrise, his favourite horse at Glenbrook Stables. But the stables' owner, Uncle Ben, has other plans…

Kalulu's Pumpkin

Kalulu was a very wise rabbit and a kind friend. When he decides to grow some pumpkins, he shares the seeds with his friend, Buru the elephant. But when one of Kalulu's pumpkins is ready to be picked, it mysteriously disappears. Who stole Kalulu's pumpkin?

PRE AND POST TEST % RESULTS

	Self Efficacy	Self Efficacy 2	Probe Pre Test Oral reading	Probe Pre Test Comprehension	Probe Post Test Oral reading	Probe Post test Comprehension
Student A	81	2	9o%	30%	90%	70%
Student B	87	1	96%	40%	96%	80%

The self-efficacy results for these two students were very low in comparison with the whole cohort of year 6 children in their class. They both scored particularly low in the second test, which may have been more age appropriate for year 6. The implications of the results of these tests are that both students have very low opinions of themselves as learners and almost expect to fail. This attitude impacts on their learning in the classroom. By working in withdrawal groups the effect of peer pressure or exposure to failure was removed.

TABLE   VERBAL COMPREHENSION SCORES
PROBE TEST

	Literal	Inference	Vocabulary	Evaluation	Re-Organization	Reaction	Total
Test	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post
Student A	2/2 1/1	0/1 2/3	1/1 1/2	0/3 1/1	0/2 1/2	0/1 1/1	3/10 7/10
Student B	2/2 1/1	0/1 2/3	1/1 2/2	1/3 1/1	0/2 1/2	0/1 1/1	4/10 8/10

Analysis of Table 1

The above results indicate improvements by both students in the following ways

- Literal. Consistency with literal comprehension (information given directly in the text) was maintained as expected. Both students scored 100% accuracy on tests of higher reading age than these, therefore it was expected that there would be no change in these tests.

- Inference: Both students showed improved use of inference (reading between the lines, information implied but not given in the text)

- Vocabulary: Student A showed a decrease in vocabulary level (determining the meaning of unknown words from the text) of comprehension and student B maintained an accurate level of use of vocabulary comprehension.

- Evaluation: Both students showed an increase in use of evaluation (Extrapolating additional information not given in the text)

- Both students showed improvement in re-organization (re-constructing two or more pieces of information contained in the text)

- Both students showed improvement in reaction (expressing an opinion given in the text.

Although both pre and post test only contained a small number of items for analysis of comprehension the post test indicates an overall improvement in comprehension from this study.

TABLE 2   PARAPHRASING

Paraphrases	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 9	Session 10
Student A	3	3	3	4	2	3	4	3	5
Student B	4	3	4	3	3	4	4	4	5
Synonyms									
Students A	6	4	5	3	4	7	7	7	7
Student B	3	4	4	5	8	8	7	8	8

Analysis of table 2

- Scores of 1to 5 indicate the accuracy of paraphrasing used by the students in each session

- Synonyms   In each session students were asked to provide synonyms for 10 key words in the story from a bank of synonyms

Analysis of table 2 indicates improvements occurred in the following ways;

- Both students showed an increase in the ability to paraphrase text, thus indicating an ability to reorganize their vocabulary and thinking to gain meaning from the text

- Both students gained an increase in the use of synonyms, which in turn verifies their ability to paraphrase text.

Procedure

Initial testing was conducted at the beginning of the study. The self-efficacy tests were administered to the whole cohort of year six students (18 students). This was done to determine the self-efficacy of the whole cohort of students to use as a comparison with the subjects in the research.

The Probe test (Thomas R.A. 10-11 yrs) was administered as a Pre Test to the two students individually. A running record was taken of the oral reading component and the reading comprehension test was administered as an informal reading inventory where the student was asked the comprehension questions orally and were able to respond orally with the text present for self-checking.

The students were withdrawn together from class daily for 45 minutes for 10 consecutive sessions.

The sessions were administered in the same sequence as an interactive session with both students together to provide a scope for reciprocal teaching.

The ten sessions were conducted each morning within the two-hour literacy block set aside for the ClaSS model. As ClaSS co-coordinator I was able to withdraw students from normal lessons. This was done to maintain a sequence of time and structure.

Observation of students and anecdotal records were taken of each session.

The Probe test was administered again at the end of the intervention. The post test (Dogs) was a narrative text suitable for reading age 10-11. A running record was taken of the oral reading component and the reading comprehension test was administered as an informal reading inventory where the student was asked the comprehension questions orally and were able to respond orally with the text present for self-checking.

Trends for the group indicated that both students quickly moved their focus from literal comprehension to inferential comprehension when scaffolded with specific strategies to do so.

Discussion

Summary of the extent of support for my prediction

A particular problem both students displayed when dialoguing about their reading was a very poorly developed ability to paraphrase the text . When asked what's another word for…, or can you say that sentence in your own words both students were very self-defeating. Often they would opt out or wait for the other to make the first attempt. Both were very limited in their vocabulary of suitable synonyms to use. By including a regular synonym activity in the lessons both were able to build up a small bank of words previously not automatically available to them in their vocabulary. The research emphasized that whilst these students had difficulty with comprehension, it was the consequence of many years of reading texts beyond their understanding but more importantly beyond their zone of proximal development (Vygotsky). Both have gained significantly less than their peers from classroom learning and have developed inefficient strategies to comprehend what they read. By working intensively in a small withdrawal session on consecutive days the knowledge and skills gained were reinforced and retested daily. At no time were either student able to avoid contributing.

Students in upper primary classes are often able to slip out of the link in classroom situations. Most learning occurs in co-operative groupings and it is easy to become the passive participant who never gets caught if they don't volunteer too much. It is important to factor in activities such as those attempted in this study on a long-term basis for students at risk. They need to be constantly cued in to develop self scripts (metacognition) of what they read., and be empowered to make connections between the text they are reading and prior knowledge they have gained .

The literal level of comprehension was maintained and inferential levels of comprehension were increased with explicit teaching to improve vocabulary and reorganization of ideas through paraphrasing and visualizing. The hypothesis was supported by the results. Both students showed an increase in self-efficacy as they gained confidence in their ability to gain meaning from their reading. By using the strategy of paraphrasing both students gained a valuable skill in assisting with inferential comprehension. As this was the problem identified at the beginning of the study.

By working with each child individually or in a small group as in this study it does not absolve the classroom teacher's role in developing the comprehension skills of these students. It rather sets a challenge for the classroom teacher to take on this model to further develop the student's skills and continue to reinforce the strategies that will make reading a more meaningful learning experience for all students. Classroom programs need to teach explicit strategies for the acquisition of reading skills. For this study to have long term effects on these students it will be necessary to follow this model for a much longer term with review (testing) at ordered intervals. For knowledge to be assimilated into the brain it must be continually reiterated and contextualized.

Visualizing and paraphrasing are only two of many techniques, which have been suggested as important tools to assist students to comprehend beyond the literal level. In the case of the two students in this study both tools have proved to be valuable in helping them contextualise what they are reading. What happens now with their new found confidence, honesty in dealing with difficulties in their learning and continual reinforcement of strategies introduced will very much rest on the follow up they receive in the classroom.

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APPENDIX
SELF EFFICACY TEST A

STUDENT A SCORE 2

Please tick only one box.   OR

1.	What do you do when you are reading and come to a word you don't know?	Can you try to **work out** what the word is?	Do you **wait** for someone to tell you?
2.	What do you do when you make mistakes in reading?	Do you **keep on** reading?	Can you try to **fix** them up?
3.	What do you do when you find words hard to read?	Can you **work out** what the words are?	Do you get **tired** and do something else?
4.	When you find words hard to read -	Is it too **hard** to get words to make sense?	Can you **guess** words that could make sense?
5.	When you are working in a group on a moths problem (like measuring things) -	Can you give good **ideas** to get the problem done?	Are your ideas **no good?**
6.	If you are stuck on a maths problem -	Do you think you will get it **wrong** no matter what you do?	Can you **find** ways to work it out?
7.	When you have trouble working out how to say hard words -	Can you find a way to get them **right?**	Do you think you will get them **wrong** no matter what you do?
8.	When you need to spell a new word -	Do you have to **ask** someone else how to do it	Can you **work** out how to spell the word?
9.	Can you **work** out when to use the right spelling for words that sound the same (like *to* and *too*; *be* and *bee*; *some, sum* lain)? OR	Are those sorts of words too **confusing** to work out?	
10.	When you are learning new spelling words -	Do you think you will get them **wrong** no matter what you do?	Can you **find** ways to remember them?
11.	When you are learning new words on a spelling test -	Can you **remember** the proper way the letters go?	Is it too **hard** for you to remember spelling words?
12.	When you are writing a story and want to use a word you don't know how to spell -	Do you use **another** word you know how to spell?	Can you **find** a way to spell the word you want to use?
13.	If the teacher asked you to draw a graph, could you **work** out how to do it -	Could you **work** out how to do it?	Would you **wait** to see how others did it first? *
14.	When you are reading a poem to yourself that doesn't make sense -	Do you **forget** about it and just carry on reading?	Can you find a way to **work** out what it's about?
15.	When you check your spelling of words in a story -	Can you **read** the letters in each word to see if they sound right?	Do you find it too **hard** to check the words?
16.	When you are working on a maths problem that is hard -	Do you think your ways **don't work?**	Can you find a way to **work** it out?
17.	When you work on a maths problem in a group -	Can you **help** other kids to do it?	Does **someone else** usually help you?
18.	When you come to a maths problem that <u>looks</u> hard -	Do you look for **easier** problems?*	Can you find a way to **work** it out?

SELF EFFICACY TEST 2   STUDENT A

1. Spell your name	5
Correctly say the 4 times tables	3
3. Correctly spell all the words in a short letter to your teacher	2
4. Correctly spell all the days of the week	3
5. read the TV guide	5
6. work out how to spell the words you write in a story about dogs	3
7. Read a library book that you choose for yourself	3
8. Measure the size of your classroom with a ruler	2
9. Read a Dr. Seuss book	2
10. Read a part in a play out loud to a group or to the class	2
11. Add 17 and 31 together	5
12. understand the poems you have to read in class	2
13. Count to 20	5
14. Take 11 away from 38	5
15. Check the spelling of words you write in a story	2
16. Work out how many days from now until Christmas	3
17. Read stories that other kids in the class write	4
18. Tell the difference between a square and a rectangle	4
19. Read information about dinosaurs in the encyclopaedia	3
20. Tell when it is 20 to 5 on a clock (analog)	5
21. Spell the word cat	5
22. Read a Superman comic	3
23. Find out how to spell words by looking up the dictionary	3
24.Spell the word stomach	2
TOTAL	**81/125**

SELF EFFICACY TEST A

STUDENT B   SCORE   1

Please tick only one box.   OR

Question		
1.What do you do when you are reading and come to a word you don't know?	Can you try to **work out** what the word is?	Do you **wait** for someone to tell you?
2.What do you do when you make mistakes in reading?	Do you **keep on** reading?	Can you try to **fix** them up?
3What do you do when you find words hard to read?	Can you **work out** what the words are?	Do you get **tired** and do something else?
4.When you find words hard to read -	Is it too **hard** to get words to make sense?	Can you **guess** words that could make sense?
5.When you are working in a group on a maths problem (like measuring things) -	Can you give good **ideas** to get the problem done?	Are your ideas **no good?**
6.If you are stuck on a maths problem -	Do you think you will get it **wrong** no matter what you do?	Can you **find** ways to work it out?
7.When you have trouble working out how to say hard words -	Can you find a way to get them **right?**	Do you think you will get them **wrong** no matter what you do?*
8.When you need to spell a new word -	Do you have to **ask** someone else how to do it	Can you **work** out how to spell the word?
9.Can you **work** out when to use the right spelling for words that sound the same (like *to* and *too*; *be* and *bee*; *some, sum* lain)? OR	Are those sorts of words too **confusing** to work out?	
10.When you are learning new spelling words -	Do you think you will get them **wrong** no matter what you do?	Can you **find** ways to remember them?
11.When you are learning new words on a spelling test -	Can you **remember** the proper way the letters go?	Is it too **hard** for you to remember spelling words?
12.When you are writing a story and want to use a word you don't know how to spell -	Do you use **another** word you know how to spell?	Can you **find** a way to spell the word you want to use?
13.If the teacher asked you to draw a graph, could you **work** out how to do it -	Could you **work** out how to do it?	Would you **wait** to see how others did it first?
14.When you are reading a poem to yourself that doesn't make sense -	Do you **forget** about it and just carry on reading?	Can you find a way to **work** out what it's about?
15.When you check your spelling of words in a story -	Can you **read** the letters in each word to see if they sound right?	Do you find it too **hard** to check the words?
16.When you are working on a maths problem that is hard -	Do you think your ways **don't work?**	Can you find a way to **work** it out?
17When you work on a maths problem in a group -	Can you **help** other kids to do it?	Does **someone else** usually help you?
18.When you come to a maths problem that <u>looks</u> hard -	Do you look for **easier** problems?	Can you find a way to **work** it out?

SELF EFFICACY TEST 2   STUDENT B

Question	Score
1. Spell your name	5
Correctly say the 4 times tables	5
3. Correctly spell all the words in a short letter to your teacher	3
4. Correctly spell all the days of the week	3
5. read the TV guide	4
6. work out how to spell the words you write in a story about dogs	3
7. Read a library book that you choose for yourself	2
8. Measure the size of your classroom with a ruler	3
9. Read a Dr. Seuss book	3
10. Read a part in a play out loud to a group or to the class	3
11. Add 17 and 31 together	5
12. understand the poems you have to read in class	2
13. Count to 20	5
14. Take 11 away from 38	5
15. Check the spelling of words you write in a story	2
16. Work out how many days from now until Christmas	3
17. Read stories that other kids in the class write	4
18. Tell the difference between a square and a rectangle	4
19. Read information about dinosaurs in the encyclopaedia	3
20. Tell when it is 20 to 5 on a clock (analog)	5
21. Spell the word cat	5
22. Read a Superman comic	3
23. Find out how to spell words by looking up the dictionary	3
24.Spell the word stomach	2
TOTAL	87/125

SESSION OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What is the picture of the events in their mind ? What do they remember about the text?	5mins
Text reading Interactive reading strategy. Passage from previous session	Student and teacher re-read passage from previous session. Teacher uses cue of paraphrasing during the reading. The reader reads the sentence and retells in own words changing as many words as possible	5mins
Retell using Synonyms passage from previous session	Students are cued to retell in their own words sentences read to them from the story they read in the previous text **CUES- WHO, WHAT, WHEN, WHERE, WHY, HOW, WHAT IF,**	5mins
Reading Target Words New passage	Students match key content words from the text to be read with synonyms !0 synonyms chosen to match key words from text (table 2)	5mins
Text Reading (Shared Reading)	Students say the paraphrasing strategy (including visual prompts) before they begin to read *" After I have read each sentence I will make a picture in my mind of what the text says and say it in my own words"*. **The teacher cues the student to paraphrase aloud after each sentence read in the text**	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

This model was used for each of the ten sessions following exactly the same procedure.

Aims of this teaching unit

- This unit has been designed for a small group (2students) of year 6 students who have demonstrated difficulty in comprehension of texts beyond literal levels.

- The teaching unit is made up of ten 40 minute sessions in which the students are withdrawn from the classroom to work together. This method was chosen in order to aid students to move quickly towards independent learning.

- The format of each session remains a constant to help students to explicitly practise the skills of paraphrasing and visualization and to build a large bank of contextualised synonyms to assist and expand the student's vocabulary.

Prior to first session students were given an outline of what was going to happen in the next ten lessons to help students gain more comprehension from what they read.

First text read together as shared reading The Mystery of Mrs. Kim to page 11 prior to lesson 1

SESSION 1 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What does Taylor St. look like in your mind?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- *Say this paragraph in your own words changing as many words as possible while still maintaining the meaning* "The row of big old houses seemed to go on forever. The houses were tall and dark. Each one had fences along the front and shutters on the windows"	5mins
Retell using Synonyms passage from previous session	**WHO,** *are the main characters* **WHAT** *were they scared of* **WHEN** *did the events take place* **WHERE** *were they going* **WHY** *do you think they hesitated about going down Taylor St.* **WHAT IF** *the sun was shining on the houses in the street ?*	5mins
Reading Target Words	**Match these words with the text words in bold** Aim is to help students build a list of synonyms in context of the text. puffing/**panting,** haunted/**spooky,** absolutely/ **perfectly**, angry/**cross,** faster/ **quicker,** doors/**shutters**, muttered/**said,** strolled/**walked,** one/**each,** laugh/**giggle**	5mins
Text Reading Mystery of Mrs. Kim pt 2 **New Passage in preparation for next lesson** (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. "My big brother always says that you shouldn't judge people by the way they look"	10mins
Reflection	Student will comment on what has been learnt in the session.	
		40mins

SESSION 2 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What happened to the girls' when they finally met Mrs. Kim? What do they remember about the text?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- *Say this paragraph in your own words changing as many words as possible while still maintaining the meaning* "So why does she stand behind the railings all the time? Asked Charlotte. " She likes listening to the kids as they go by on their way to school" Naomi frowned.	5mins
Retell using Synonyms passage from previous session	**WHO,** *were the girls afraid of?* **WHAT** *do you think made them see things from a scary point of view?* **WHEN** *did you realize they had made a mistake about Mrs. Kim?* **WHERE** *do you think the old lady came from* **WHY** *did Mrs. .Kim wait for them* **WHAT IF** *Robert had never told them Mrs. Kim was blind*	5mins
Reading Target Words	**Match these words with the text words in bold** Aim is to help students build a list of synonyms in context of the text. Crashed/**charged**, confront/**face up to** , prompt/ **on time**, farewell/ **goodbye**, smiled/**grinned**, strange/ **weird,** approached/**went up to**, winked/**blinked,** together/ **side by side**, daily/ **every day**	5mins
Text Reading New Book **A Prince Among Donkeys to p 12** **New Passage in preparation for next lesson** (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. Suddenly he heard a noise. Someone was crashing through the bushes. Adam froze. It must be the new owner. A grey shape darkened the doorway. Adam breathed a sigh of relief. It wasn't the owner at all. It was a little grey donkey.	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 3 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. Why was Adam so upset about the paddock being sold? What picture of Adam do you have in your mind?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- *Say this paragraph in your own words changing as many words as possible while still maintaining the meaning* "Then all of a sudden, something terrible happened. The donkey began to make an ugly painful sound. Ÿouré choking" gasped Adam. He didn't know what to do. The donkey kept making the terrible noise.	5mins
Retell using Synonyms passage from previous session	**WHO,** *discovered the land was sold* **WHAT** *made Adam think that he wouldn't be able to play in his cubby any more?* **WHEN** *did Adam discover he wasn't alone?* **WHERE** *do you think the donkey come from?* **WHY** *was Adam angry about the donkey?* **WHAT IF** *it was your cubby house?*	5mins
Reading Target Words	**Match these words with the text words in bold** Aim is to help students build a list of synonyms in context of the text. Distressing/ **bad,** special/ **important,** possibility/**chance** crawled**/ ducked** sound/**noise,** mule/**donkey** hungry/**starving**, blemishes/**sores**, awful/**terrible** amazed/**surprised**	5mins
Text Reading **A Prince Among Donkeys p 13 –24** - (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. *"I'll need a helper with the donkeys, too. Someone who doesn't mind walking around the paddock. Someone who the donkeys will like. You, um, you don't know anyone like that do you?"*	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 4 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. Were Adam's fears about the paddock correct.? Tell me about the person who bought the land? Make a picture in your mind of the new owner. How different is it to your original idea of her?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- *Say this paragraph in your own words changing as many words as possible while still maintaining the meaning* ". As Emma spoke, the donkey put his head close to Adam, nuzzling in his pocket again. Adam stroked the donkey's ears.	5mins
Retell using Synonyms passage from previous session	**WHO** *gave Adam permission to build on the land* **WHAT** *did the lady want from Adam* **WHEN** *did Adam realise he had misjudged the new owner* **WHERE** *did the donkey come from* **WHY** *was the donkey in the paddock* **WHAT IF** *Adam had reported the lady for cruelty to animals*	5mins
Reading Target Words	**Match these words with the text words in bold** Aim is to help students build a list of synonyms in context of the text. Concerned/**worried**, chewing/**munching,** likely/**probably** Cubby/**hideout**, castle/**palace**, assistant/ **helper** Suggestions/**ideas,** smiled/**grinned,** searching/**nuzzling** Stroking/**patting**	5mins
Text Reading new text **Joshua Poole and Sunrise to p15 short chapter book, few picture prompts**	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. *A happy whinny answered the boy. Sunrise stepped forward. He leaned his head over the gate of the stable and nuzzled Josh's shoulder.*	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 5 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. Why was Joshua so happy about being on holidays? Tell me about what picture you have in you mind about horse riding.	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- *Say this paragraph in your own words changing as many words as possible while still maintaining the meaning* "A happy whinny answered the boy. Sunrise stepped forward. He leaned over the gate of the stable and nuzzled Josh's shoulder.	5mins
Retell using Synonyms passage from previous session	**WHO,** *owned Sunrise* **WHAT** *made Josh so attracted to Sunrise* **WHEN** *was Josh planning to see Sunrise* **WHERE** *do all the horses live* **WHY** *was Sunrise so difficult to manage* **WHAT IF** *Sunrise is sold to anther stable before Josh can ride him*	5mins
Reading Target Words New passage	**Match these words with the text words in bold** Aim is to help students build a list of synonyms in context of the text. Rode. **Pedalled,** shiny**/sleek**, called/**named,** Energy/**spirit,** manage/**handle,** twinkled/**sparkled**, Timetable/**roster** difficult/**hard** munched/**chewed** Above/**over**	5mins
Text Reading (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. *But he's getting better"Josh argued. He's calming down. It's just that he's got more spirit than the rest of the horses.*	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 6 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session What was Joshua's winning idea. Visualize how he felt	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- *Say this paragraph in your own words changing as many words as possible while still maintaining the meaning* "At the end of each day , Josh rubbed Sunrise down. Josh stroked the horse's coat and mane with kindness and love.	5mins
Retell using Synonyms passage from previous session	**WHO,** *is Uncle Ben* **WHAT** *did Josh want to do to save Sunrise* **WHEN** *did Josh decide to help* **WHERE** *was the horse show held* **WHY** *was there no time to waste* **WHAT IF** *Sunrise won the competition*	5mins
Reading Target Words New passage	**Match these words with the text words in bold** Aim is to help students build a list of synonyms in context of the text., Play around/**horse around,** chores/j**obs**, hurried/**rushed** Option/**choice**, strong/**firm,** instructions/**orders** Walked/**paraded**, steady/**sure**, coat/**fur** Competitor/**contestant**	5mins
Text Reading (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. *Looks like you've spun some sunshine into the horse's coat*	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 7 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What is the picture of the events in their mind ? Why was it so important for Joshua and Sunrise to make a good impression in the competition	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- *Say this paragraph in your own words changing as many words as possible while still maintaining the meaning* " The announcer's words sent a shiver through Josh. He hated to be called Joshua, but today it didn't matter.	5mins
Retell using Synonyms passage from previous session	**WHO,** *thought of a way to save Sunrise* **WHAT** *did Sunrise do in the competition* **WHEN** *Uncle Ben change his mind* **WHERE** *do horses compete* **WHY** *did Josh lose heart* **WHAT IF** *the Josh and Sunrise had won the competition*	5mins
Reading Target Words New passage	**Match these words with the text words in bold** Aim is to help students build a list of synonyms in context of the text. Perspiration/**sweat,** attached/**tied,** discovered/**found** Microphone/**loudspeakers,** muffled/**drowned,** speaker/**announcer** silently/**quietly** sign/**warning** Teaching/**training**	5mins
Text Reading (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. You'll be the best advertisement for Glenbrook stables we will ever get.	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 8 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What is the picture of the events in their mind ? What do they remember about the text?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- *Say this paragraph in your own words changing as many words as possible while still maintaining the meaning* " I am sorry, I don't know what came over me!	5mins
Retell using Synonyms passage from previous session	**WHO,** *grew the seeds* **WHAT** *did Kalulu plan to do with the pumpkin* **WHEN** *were the seeds planted* **WHERE** *were the seeds planted* **WHY** *was Kalulu angry with the elephant* **WHAT IF** *the elephant had helped Kalulu with the planting*	5mins
Reading Target Words New passage	**Match these words with the text words in bold** Aim is to help students build a list of synonyms in context of the text. Clever/**wise** think/**suppose** whinged/**grumbled** Lifted/**scooped** pile/**mound** bought/**fetched** Dug/**stabbed** show/**fit** sprayed/**sprinkled** Barely/**hardly**	5mins
Text Reading (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. But I am willing to forgive you for giving me bad seeds. We are friends after all.	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 9 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What is the picture of the events in their mind ? What do they remember about the text?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- *Say this paragraph in your own words changing as many words as possible while still maintaining the meaning* " The earth was badly scraped together in tiny piles and the seeds lay scattered on the top.	5mins
Retell using Synonyms passage from previous session	**WHO,** *was Buru* **WHAT** *did Buru think he could do with the seeds* **WHEN** *Buru was given the hoe, what did he do with it* **WHERE** *did Buru take the seeds* **WHY** *did Kalulu feel ashamed of himself* **WHAT IF** *Kalulu hadn't listened to Buru*	5mins
Reading Target Words New passage	**Match these words with the text words in bold** Aim is to help students build a list of synonyms in context of the text. Small/**tiny** soft/**crumbly** wonderful/**beautiful** Thrown/**scattered** left/**discarded** almost/**nearly** Squashed/**flattened** sound/**noise** drop/**fall off** Ask/**invite**	5mins
Text Reading (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. Kalau's friends came running to see what was the matter	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 10 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What is the picture of the events in their mind ? What do they remember about the text?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- *Say this paragraph in your own words changing as many words as possible while still maintaining the meaning* " Without another word, Buru took his seeds and stomped off to another part of the garden	5mins
Retell using Synonyms passage from previous session	**WHO,** *stole the pumpkin* **WHAT** *did Buru do with the pumpkin* **WHEN** *did Kalulu realise the pumpkin was inside the elephant* **WHERE** *did Buru disappear to* **WHY** *was Kalulu sad about his beautiful pumpkin* **WHAT IF** *Kalulu had not been able to get out of the elephants stomach*	5mins
Reading Target Words New passage	**Match these words with the text words in bold** Aim is to help students build a list of synonyms in context of the text. Yelled/**shouted** hardly/**barely** lift/**heave** Party/**feast** piece/**strip** frighten/**scare** Looked/**peeked** bang/**beat** ceased/**stopped** Tired/**exhausted**	5mins
Text Reading (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. As the sun started to light the morning sky , Kalulu heard A NOISE	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins