

## **ACTION RESEARCH PROJECT**

### **Abstract**

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

This research was developed to explore how teaching paraphrasing sentences to a student in Year 5 can aid sentence comprehension. The student, who had previously been identified as having a range of reading difficulties, among which was difficulty recognising and recalling ideas from a text, was explicitly, taught how to paraphrase at the sentence level. It aimed to deepen comprehension understanding by providing a framework for the student who needed strong support. Paraphrasing correctly shows that the reader has understood what was read, is able to put it into their own words in a logical manner and is thus able to get deeper into text. The research also aimed to provide the student with the strategy to manipulate and replace words within a sentence whilst retaining the same meaning.

The research involved taking a Year 5 student together with 3 other students to look at the effect of tailoring comprehension instruction to meet the needs of a particular individual. The explicit teaching and modelling of the strategy allowed the teacher to support the student during the process until they were able to display independence in applying the strategy of paraphrasing of sentences in non-fiction text. The instruction aimed to guide the student to authentic comprehension of text in easy and meaningful ways. Eight lessons over a period of four weeks were allocated to allow for explicit instruction in paraphrasing at the sentence level. This was supported with instruction in the use of synonyms to aid word understanding.

Several tests were administered prior to the intervention and at the conclusion, to evaluate the effectiveness of the instruction.

The research indicated that the combination of the two strategies - explicit teaching of paraphrasing sentences supported by the use of synonyms - proved to be effective in increasing the level of comprehension.

## Introduction

*Among the many goals of a school, one of the most important is to ensure that children become **confident, competent and discriminating readers**. (Reading On, 1986)*

Students with reading disabilities in upper primary grades, who need support with comprehension, benefit from explicit teaching of strategies while reading non-fiction text in the key content-areas of the curriculum. This would help them to integrate new information with their prior knowledge, to remember what they have read, and to obtain important information from the text to support learning.

Students benefit from strategy instruction that includes the teacher modelling the use of strategies and student having opportunities to apply the strategy to non-fiction text on a regular basis. It is necessary to not merely decode the words on a page, but to be able to link these words together in a way that makes sense of what was read. Competence in reading is being able to say the words on the page and to link these words together in a way that makes sense of what was read. A confident, competent text participant is able to make connections and be meaningfully involved in the reading task. They are also able to comprehend the meaning of various texts at a literal, inferential, and analytical level. The extent to which a reader is able to gain meaning is dependent on their ability to understand the author's original intention.

One of the challenges for today's students is the ability to participate in and analyse texts others have written. Students are exposed to an increasing amount of texts, which are factual or expository. Texts are becoming more complex and with the increase in new technology our fast changing world demands us to be able to use and comprehend this information at an increasing rate and at an earlier age.

Harvey & Goudvis in *Strategies that Work* state '*We believe that constructing meaning is the goal of comprehension. We want students to*

- *Enhance their understanding*
- *Acquire and use their knowledge*
- *Monitor their understanding*
- *Develop insight*'

Some students who have difficulty with comprehension will need explicit, guided teaching and modelling, to enable them to fully interact with the text and to use this knowledge to aid further learning. Being able to link students to quality texts that match their needs and interests, will motivate them to search for meaning, comprehend what was read and be far more engaged with the text. Greater understanding can be enhanced by the ability to paraphrase text, in particular, sentences. Students need to be able to make statements that are directly linked to the text – literal meaning. Associated with this is a process in which the student can connect their understanding of a new word to a synonym or a specific context. As vocabulary development is a major feature of reading comprehension, improved reading vocabulary can be a focus of instruction for students experiencing problems with understanding the content of a topic. By helping the student to appreciate the precise meaning of words through the studies such as synonyms the student can gain a greater depth

of a concept and understanding of text. Also, by comparing synonyms the student can make comparisons and choose what best fits in with the context of the sentence or passage. *Knowledge of synonyms... is very important in using context clues.* (McGinnis&Smith)

In *Teaching Struggling Readers*, Lyons discusses the idea; *children who are struggling have a **difference** rather than a **disability**, which implies that it can be altered with good teaching.* The student at risk needs explicit strategy instruction to help them improve their skills in reading comprehension and sharpen their ability to answer literal and inferential questions.

By ‘*Showing Kids How vs. Telling Them What to Do*’ Harvey & Goudvis make the distinction between *mentioning and explicit instruction*. Explicit instruction in a reading strategy shows the student *how we think when we read* and when we *explicitly teach reading comprehension* we provide a means by which the student can *construct meaning* For the student to be able to apply the strategy, provision must be made for *practice using and applying the strategy*.

The teacher has an important role in generating constructive, comprehension activities supported by explicit formal instruction. *One aspect of sentence comprehension is paraphrasing.* (John Munro) This can begin with sentences generated by the students from their own experiences, before moving into text where the student paraphrases the central thought or main idea in the sentence. Students must learn to identify and paraphrase the main idea in a sentence, putting it into their own words to show understanding. Understanding of the vocabulary within a sentence, being able to replace and manipulate words within that sentence so that meaning stays the same, aid comprehension.

Good comprehension requires a broad conceptual understanding which good vocabulary knowledge represents. Unless the reader is able to paraphrase or put into his or her own words what was read, they might only be operating on memory level. A reader experiencing problems may be able to recall facts that the author has explicitly stated and still not understood the information conveyed in the text. Smith and Johnson (*Teaching Children to Read*) state that *...the skill of paraphrasing major ideas cannot be taught without material that contains a central thought or major ideas.... with appropriate material, however the, students can be asked to put the material aside when they are finished reading it and to discuss, in their own words, what they believe the author was most concerned about communicating to them. When this is mastered they can then be asked to summarise the content of a passage*’. These strategies can aide their ability to answer questions that are directly linked to a passage. It is important to remember that reading for the exact, literal meaning covers just one aspect of the various levels of comprehension. Whilst the levels of comprehension overlap they require focusing on ideas, being able to identify important elements of the text and the ability to discuss the information in one’s own words.

The hypothesis to be investigated is: ***Learning how to use paraphrasing strategies while reading non-fiction text, will enhance sentence level comprehension at a literal level for a Year 5 student.***

## METHOD

### Design

The study uses a case study ATA design. The gains in sentence level comprehension were measured, following the explicit teaching of how to paraphrase sentences to a Year 5 student with reading comprehension difficulties.

### Participant

The student selected for the study is the eldest child in a family of two girls living at home with both parents. Both parents have an Italian background and English is spoken at home. She is socially well adjusted and displays no behavioural problems at home or at school.

The student is eleven years and three months of age at the time of this project and this is her sixth year of schooling. She is currently in a straight Year Five

The student had been identified to be 'at risk' by the end of Prep. At the beginning of Year 1 she was placed on the Reading Recovery Program. She entered the program at text level 2 and was discontinued at instructional text level 18 after completing 20 weeks. Concern for her academic development particularly in the areas of reading fluency and comprehension resulted in her being put on an I.L.P (Independent Learning Plan) for ongoing support both within the classroom and at home.

In the following years she continued to have a history of learning difficulties in particular reading. She has had both auditory and optometric assessments but no reports are available within the school. The student continues to experience difficulty with Literacy and has been identified as having a range of reading difficulties, among which was difficulty recognising and recalling ideas from a text. Since commencing this task she has been referred to the C.E.O. for a full Educational Assessment to be supported by assessments from both an Audiologist and Behavioural Optometrist. This was recommended after consultation with the class teacher, Principal and her parents.

### Materials

- The *Burt Word Reading Test* - used to identify and measure the student's word recognition skills and calculate the reading age.
- The *Probe Comprehension of Reading Test* - administered to analyse the student's comprehension ability
- *Neale Analysis of reading ability*- to test recall of main ideas (literal comprehension)
- Response to reading chart - *Teaching Children to Read*. Smith & Johnson (Appendix A)
- Teaching paraphrasing strategy flow chart – John Munro
- A series of factual texts taken from from *Rigby Literacy Collections 1* - this material is used in the classroom.

- Posters – from the library
- Word reading tasks – synonyms
- Cards for sentence manipulation

### Procedure

The student was withdrawn and taken on an individual basis. Four sessions prior to commencing the task included a group of her peers. This was done to ensure lively discussions, a friendly, non-threatening supportive environment and support for the student's perception of herself as a learner. The students selected for these sessions had good oral language skills and enjoyed a good rapport with the student. These sessions were for a period of 30 – 35 minute duration and were taken at the same time each day, the first half hour after lunch.

The sessions prior to introducing the intervention consisted of:

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

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

The following eight sessions were structured to follow a familiar pattern (Appendix B). They consisted of revisiting the previous session and revising the new learning, introducing the new text with the targeted words using synonyms, cueing into the strategy being practiced **“After I have read each sentence I will try to say it my way. I will change as many words as I can.”** The student then reflected on the learning during that session. This outline comes from John Munro – Teaching paraphrasing strategy. (Appendix A) The focus was on replacing as many words as possible in the original sentence so as to be able to re-tell a sentence.

The sessions aimed to ensure that there was a gradual release of the responsibility for the strategy to the student through teacher modelling, guided practice, independent practice and the application of the strategy during reading sessions.(Appendix C)

## Results

The data from the intervention showed some improved results across reading accuracy and comprehension post-test assessments. During the intervention it was evident that the student demonstrated the need for strong scaffolding by the teacher. The final results were pleasing. I had not predicted that the gains in comprehension would be so marked.

The extent to which the intervention supported the student's perception of her self as a reader was noted in her reflections. Prior to commencement, she talked of her inability to:

- Cope with reading tasks on her own
- Find suitable material
- Feel good about herself as a reader
- Focus during quiet reading periods
- Know what she needed to do to help herself apart from chunking and re-reading
- Understand what reading can help or helped her to do better.

She now sees that she can independently:

- Help herself by chunking, use her finger if she gets lost
- Use a dictionary to find the meaning of a word and a thesaurus for other words
- Think about the text and try to put it into her own words so that it makes sense to her
- Ask someone to explain something to her if she doesn't understand.
- Choose a book that she is capable of reading as now she is getting better and can read properly
- Find text she is interested in – non-fiction or picture fiction
- Find a quiet space to read if she is losing concentration when the room is not quiet
- Feel good about herself because 'I'm getting good at reading and can read properly'

Her final comment was that the strategy of 'putting it into her own words' had helped. The classroom teacher has noted a marked change in her confidence and her ability to tune into instructions. She is more engaged in text, offers an opinion and shares her ideas. The student will still need support before she can use the strategy from the intervention without prompt from the teacher. The prompt: "*After I have read each sentence I will try to say it my way. I will change as many words as I can.*" had been written on a star for her to use at each stage of the sessions, but she was not yet using it without a reminder.

## Burt Word Reading Test

	Score	Equivalent Age Bands – Girls & Boys
<b>Pre-Test</b>	<b>66/101</b>	<b>10.03 – 10.9</b>
<b>Post Test</b>	<b>67 / 101</b>	<b>10.04 – 10.10</b>

As expected there was no marked change in these results. It did highlight that the student requires further support in:

- learning how to use chunks or clusters of letters
- the use of syllabication

- having more than one attempt at a tricky word
- checking her prediction to see if it makes sense

### Probe Student Reading Record

	<b>Pre –Test</b>	<b>Post -Test</b>
<b>Text Title</b>	<b>Blue Whale (Non-Fiction)</b>	<b>Dogs</b>
<b>Reading Age</b>	<b>9.5 – 10.5</b>	<b>10 -11</b>
<b>Reading Behaviour</b>		
<b>Accuracy</b>	<b>95%</b>	<b>96.5%</b>
<b>Self corrections</b>	<b>1:2</b>	<b>1:2</b>
<b>Overall fluency</b>	<b>Low</b>	<b>Low/Average</b>
<b>Comment</b>	The student achieved 95% accuracy but read at a speed considerable slower than a fluent reader.	Accuracy result was slightly higher than the pre-test. The difference from my observation was that she now attended more closely to the print, showed that she was ready to read and was relaxed
<b>Comprehension</b>	<b>33%</b>	<b>90%</b>
<b>Comment</b>	The low score shows a minimal ability to comprehend the text.	This was a marked improvement across all levels of comprehension. It would seem that she was able to comprehend more as she read and was then equipped to locate answers or recall facts from memory.

### Neale Analysis

#### STANDARD SCORE SUMMARY

PRE - TEST	Raw Score	Percentile Rank	Stanine	Performance Descriptor	National Profile Level	Reading Age
<b>ACCURACY</b>	<b>40</b>	<b>9</b>	<b>2</b>	<b>VL</b>	<b>2</b>	<b>8.0</b>
<b>COMPREHENSION</b>	<b>16</b>	<b>2</b>	<b>3</b>	<b>BA</b>	<b>2 / 3</b>	<b>8.3</b>
<b>RATE</b>	<b>38.88</b>	<b>3</b>	<b>1</b>	<b>VL</b>	<b>1</b>	<b>7.2</b>

POST - TEST	Raw Score	Percentile Rank	Stanine	Performance Descriptor	National Profile Level	Reading Age
-------------	-----------	-----------------	---------	------------------------	------------------------	-------------

ACCURACY	57	26	4	A	3	9.4
COMPREHENSION	28	50	5	A	3 / 4	11.9
RATE	64	25	4	A	2	9.2

The initial performance on this test was at a below average level expected for her age and grade placement level. She experienced a high degree of difficulty, with weak analytical skills and a strong reliance on whole word memory. The post –test data shows a significant gain in accuracy and fluency of reading. Her comprehension skills had improved across both literal and analytical levels.

Both comprehension test show that when the text became difficult she did not use any strategies to help clarify meaning. There was no going back to re-read and confirm, check predictions, or to self correct. This will be a focus for explicit teaching at later sessions. A strong focus on comprehension must remain.

Further strategies to be considered to encourage the student to use while reading

- Go back and re-read a sentence you don't understand
- Stop and talk about parts of the story that remind you of another book, something that has happened to you, surprised you, made you feel angry
- Listen for cues that may tell you what might happen next
- Stop and think about what you have just read

## Discussion

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

The results of the study indicated that learning how to use paraphrasing strategies while reading non-fiction text, enhanced sentence level comprehension for this student. The explicit teaching practice, was as described by Munro (2003), Smith and Johnson (1980). Both discuss knowledge of word meaning and the ability to select the appropriate meaning for a word or phrase in light of its contextual setting, as being a skill basic to reading comprehension.

As illustrated in the post-test results the explicit teaching of paraphrasing to aid sentence comprehension greatly enhanced her overall comprehension ability.

The student will benefit from a continuous support program focused on developing her competence in Literacy where appropriate, over her final terms of primary school. Focused explicit teaching should be based on regular assessment that enables her to develop literacy abilities. This will provide her with success and confidence in basic skills learning while appropriately challenging her. It is essential that home and school work together in acknowledging her strengths and providing for her needs.

The continued prioritising of long and short-term goals for further literacy development is necessary. Planning with direct feedback on her progress needs to include the student, to



support the need for her to take control of her learning. It is important to map or chart her development over time.

Text should be accessible in terms of her instructional level, while still providing her with a rich and varied diet of literature. Continued support through the use of paraphrasing of sentences leading onto paragraphs and further expansion of her word knowledge should continue.

The pre-reading instruction and guidance has maximised her comprehension development. Instruction and information must be supported with a high level of discussion, explanation, vocabulary development and repetition, as well as concrete and scaffolding learning activities.

Ultimately, as the student develops her reading ability she will be equipped with skills *to evaluate the ideas encountered in print and to discuss these evaluations with other people who have read the same material.* (Smith & Johnson)

The comprehension strategy outlined in the research to help the student to construct her own meaning is one that will help her to interact with the text to enhance understanding and acquire and use knowledge.

During the intervention it became more apparent that the action project was a complex task, as it required constant monitoring in order to improve the teaching and learning. The real success come from the knowledge she received support for her learning both at school and at home. This enabled the building on of successes and worked towards making program changes to improve learning outcomes for her.

## Bibliography

Carpenter, SL. And King-Soears, M. (1997). Strategy instruction. In D.Badley, M. King-Sears and D Tesser-Switlick (eds.) *Teaching Students in inclusive setting*, Boston:Allyn and Bacon.

Clay, Marie.M. (1993) *Reading Recovery a Guide Book for Teachers in Training*, Heinmann Education, Auckland, New Zealand

Gilmore A., Croft C., Reid N. (1981) *Burt Word Reading Test*. New Zealand Council for Educational research.

Harvey Stephanie; Goudis Anne. *Strategies That work* Stenhouse Publishers

Lyons, Carol A. (2003) *Teaching Struggling Readers* Heinmann Portsmouth, NH

Education Department of Victoria, Melbourne. (1986) *Reading On*

McGinnis Dorothy J.; Smith Dorothy E. (1982) *Analysing and Treating Reading Problems* Macmillan Publishing Co.Inc.

Munro, J. (2003) *Early Reading Intervention: A model for understanding literacy learning difficulties*. Subject notes distributed during the course.

Munro, J. (2002) *High Reliability Literacy Teaching Procedures: A means of fostering literacy learning across the curriculum*. Idiom,38. 1 June, pp23-31

Neale, M.D. (1999). *Neale Analysis of Reading Ability: Revised*, Melbourne: ACER 3<sup>rd</sup> Edition.

Probe. Informal Reading Inventory (1999) Tribune Publication

Rupley William H; Blair, Timothy R. (1979) *Reading Diagnosis and Remediation*. Rand McNally College Publishing Company Chicago

Smith Richard J.; Johnson Dale D. (1980) *Teaching Children to Read*. Addison – Wesley Second Edition

Westwood, Peter (2001) *Reading and Learning Difficulties - Approaches to teaching and assessment* .ACER press

Appendix A

**RESPONSE TO READING CHART**

**How I read:**

**What I read:**

**What I am like at reading:**

**What I know about reading**

**What I know about quiet reading:**

**What I need to do to get better at reading:**

**What reading helps me or will help me to do better:**

## Appendix B

### Teaching Paraphrasing Strategy

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

## Appendix C

### Teaching Unit

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

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

### Outcomes:

The student will be able to:

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

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

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

The sessions prior to introducing the intervention consisted of:

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

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

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

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

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

### Session 1

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

What you do is tell yourself what you have read. After you have read a sentence you say it to yourself in your own way. You try to change as many words as you can. Let’s practice it  
**Teacher models paraphrasing and cues student activity:** *Look at the first sentence. I will read it and I want you to read it to yourself with me. Then I will try saying it another way. Then I want you to try.*

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

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

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

Do you have any questions?

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

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

**Student transfers action to other text.**

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

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

**Student possible answers:**

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

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

## **Session 2**

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

**Student possible answers:**

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

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

## **Session 3 – 6**

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

## **Session 7 – 8**

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

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

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

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

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

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

*Do you have any questions?*

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

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

**Student transfers action to other text.**

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

**Student reviews what they did:**

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



This document was created with Win2PDF available at <http://www.daneprairie.com>.  
The unregistered version of Win2PDF is for evaluation or non-commercial use only.