

Explicit teaching of paraphrasing to students in Year One and Two will lead to an increase in reading comprehension.

Abstract

Many students have the ability to decode text but they experience difficulty comprehending what they read. They lack strategic actions for stating the ideas from text using their own words. They require explicit strategy teaching in a small group setting, which enables engagement, social interaction and scaffolding to occur.

The hypothesis for this action research project is that the explicit teaching of paraphrasing to students in Year One and Two will lead to an increase in reading comprehension. Research suggests that the explicit teaching of comprehending strategies to students will lead to an increase in reading comprehension. Paraphrasing is a strategy that has been studied over time with results indicating an increase in reading comprehension. The students were taught three actions to do, based on the RAP strategy, which means Read the sentence, Ask yourself what is the main idea and Put the main idea into your own words.

The project compared the findings of two groups of students, a control group who received no strategy training and an experimental group who were taught to paraphrase sentences. The results indicate support for the hypothesis. Paraphrase test results ranged from slight improvement for one student to moderate and highly significant for the remainder of the group. The students demonstrated more active engagement in their learning. The results showing the percentile scores in reading comprehension for the experimental group were of significant difference from the control group.

The implications for teaching suggest that the explicit teaching of paraphrasing is a successful learning strategy which leads to improvement in reading comprehension.

Introduction

Skilled readers are good at comprehending written text. They construct their understandings of what they read, by linking meaning from the words, as well as using the context of the sentence. Reading is a complex process and while many students have the ability to decode text, they have difficulty comprehending what they read. They don't use strategies both, to link ideas into their existing knowledge or to the sentence propositions in order to comprehend text. Freire, as cited in Katims and Harris (1997), says that reading is a strategic process that requires students to actively construct meaning from text.

Much research has been done about the importance of teaching students cognitive strategies to meet the needs of at risk readers and students who have learning difficulties. Poor readers require explicit strategy teaching. For students with reading difficulties, cognitive strategy training has been found to be efficient and effective in changing the processing behaviours of students. A cognitive or learning strategy is a systematic way of organising and using a set of skills. The approach includes both cognitive, what goes on in a person's head, and behavioural, what the person actually does. As cited in Parker, Hasbrouck & Denton (2002, p46), the research of Clark, Deshler, Schumaker, Alley & Warner and Nelson & Smith found that "the use of learning strategies maintain interest and concentration during many learning tasks." Studies, conducted by Duffy et al; Haller, Child & Walberg; Palincsar & Brown, cited in Katims & Harris (1997, p117), found that the teaching of learning strategies facilitated and supported the reading comprehension of low achieving students.

The use of reading comprehension strategies at multiple levels of text processing, as cited in Munro (2004, p 837), extends the research of Gersten, Fuchs, Williams, & Baker 2001; Nelson, Smith and Dodd 1992, who state that "effective strategy teaching involves:

- 1) emphasising purpose and importance of the strategy;
- 2) describing the steps in the strategy and the reason for it;
- 3) modelling the use of the strategy;
- 4) providing students with opportunities to describe and practice it;
- 5) regular reviewing of the strategy;
- 6) guided practice;

- 7) teaching the strategy as self-instruction and
- 8) monitoring of strategy use.”

Students who are not making gains in reading comprehension need to be taught to use the above eight aspects. Over time, these aspects will move from externalised speech and actions and gradually become internalised speech and used as a foundation for learning the comprehending strategies.

One aspect of comprehension, which has been researched over time, is paraphrasing. As cited in Fisk & Hurst (2003), studies done by Harris & Sipay; Katims & Harris; and Shugarman & Hurst, found that this strategy, one of a number of comprehending strategies, promoted reading comprehension. This strategy reminds readers of how to act on what they are reading in order to understand.

Another proponent of paraphrasing is Munro. Munro (2002) states in his study on high reliability literacy teaching procedures that paraphrasing “gives students the opportunity to learn to link the new concepts, often in unfamiliar relationships and to talk about the new ideas. It teaches them ways of talking about the ideas in the topic area and helps them to retain the related ideas in short term memory.”

Paraphrasing has been found to work well because it integrates all aspects of communication that is, listening, speaking, reading and writing. The reciprocity of reading and writing has long been established as an effective means of strengthening comprehension. Vacca and Vacca, as cited in Fisk & Hurst (2003), found that by integrating reading and writing, students learned more content, understood it better and remembered it longer. The two other communication aspects, listening and speaking, are the foundation of learning. These social interactions are vital for learning. Vygotsky, as cited in Lyons (2003), believed that social interaction in small groups lead to higher mental functioning in the individual. Vygotsky believed that higher mental functioning occurred through social interaction “which provides the platform for learning how to learn” (Lyons, 2003). This “how to learn” enhances the learning process. The research of Almasi and Gambrell, as cited in Fisk and Hurst (2003), strongly supports Vygotsky’s work. They found that “providing opportunities for students to interact with one another and to challenge others’ ideas during discussion supports higher level thinking.”

The paraphrasing strategy was developed by the Centre for Research on Learning at the University of Kansas. As cited in Lee and Von Colln (2003), Schumaker, Denton and Deshler found that it increased reading comprehension. This strategy used a mnemonic, RAP which means Read a paragraph, Ask yourself what is the main idea and Put the main idea into your own words. Lee and Von Colln (2003) used this learning strategy in a single subject reversal design study for reversing the seemingly “irreversible” learning behaviours of a twelve year old male African American student who showed difficulties in reading comprehension. Paraphrasing was found to have a positive effect on reading comprehension.

There is continued support for the teaching of paraphrasing. In a recent Munro research paper titled, *Does explicit strategy teaching facilitate reading comprehension*, presented in February 2007, further supports the premise that explicit strategy teaching, especially paraphrasing, facilitates reading comprehension. His study of seven Catholic primary schools showed that teaching reading comprehension strategies explicitly, improved reading comprehension. In the study which compared the explicit teaching of visualising, predicting and paraphrasing, paraphrasing was found to have the greatest influence on reading comprehension.

Quantitative research related to reading comprehension has been collated over many years. Readers process text at multiple levels and use many actions to comprehend text. Many students can read the words but are unable to say what they mean in their own words. They seem not to have enough opportunities to talk and write about what they read and have few or no learning strategies to employ to understand the meaning of the text, all of which impacts on reading comprehension.

This action research acknowledges that readers process text at multiple levels and will only address one aspect of reading comprehension. The present investigation aims to extend the earlier research by examining the influence that paraphrasing has on reading comprehension.

The hypothesis for this research project is that the explicit teaching of paraphrasing to students in Year One and Two will lead to an increase in reading comprehension.

Method

This investigation uses an OXO design to compare the increase in reading comprehension of Year One and Two students through the explicit teaching of paraphrasing to one group, the teaching group, and not teaching the strategy to another group, the control group.

Participants

Table 1

Experimental Group					Control Group				
Year Level	Student	Male or Female	Age	Did Reading Recovery	Year Level	Student	Male or Female	Age	Did Reading Recovery
2	Student A	M	7y 7m	Yes	2	Student I	F	7y 4m	No
	Student B	F	7y 2m	Yes		Student J	F	7y 4m	Yes
	Student C	F	7y 2m	No		Student K	M	7y 1m	No
	Student D	M	7y 1m	No		Student L	M	7y 9m	Yes
1	Student E	M	6y 8m	No	1	Student M	F	7y 1m	No
	Student F	F	6y 7m	No		Student N	F	6y 9m	No
	Student G	M	6y 5m	No		Student O	M	6y 5m	No
	Student H	F	6y 4m	No		Student P	F	6y 8m	No

The above groups came from two different classrooms. The selection of the teaching group and the control groups were undertaken in consultation with their current classroom teachers. The students were selected on the basis that they had been identified as being “at risk”. The teachers described the students as slow at reading or reading too fast with no self-monitoring skills. Furthermore, they were acknowledged as being passive learners who did not engage in group discussions without scaffolding from or prompting by the teacher. They were having difficulty in comprehending text and could only read the words. The students, who had participated in the Reading Recovery program, were still needing ongoing assistance in the classroom program.

Materials

The materials used for assessment include the following:

- The Reading Progress Tests (RPT). The Reading Progress Tests are made up of three types of comprehension questions:
 - identifying the meaning of individual words;
 - selecting the right answer from a number of choices after reading a short story, non-fiction passage or poem;

- choosing, or supplying, missing words in a short story or non-fiction passage.

Reading Progress Test 1 was used with the students who had a chronological age between 6 years and 4 months and 7 years and 2 months. Reading Progress Test 2 was used for the students who had a chronological age from 7 years and 4 months and older.

- The John Munro Paraphrasing Test. This test was adapted to a précis of ten target sentences. (See Appendix 2) The task was administered by the teacher orally and individually to the students. The students orally paraphrased and the teacher recorded the children's paraphrase.

Procedure

In the pre-testing period, the tests were administered to one group at a time, the teaching group first and the control group second. The tasks were administered in the following order:

- The administration of the Paraphrasing Test took place out of the classroom. It was administered by the teacher orally and individually to the students. The students orally paraphrased and the teacher recorded the children's paraphrase.
- The Reading Progress Tests were administered to the children during the Reading workshop in the classroom. The students were seated away from each other so they could complete the test without assistance from their peers.

The intervention program was as follows:

- A whole-small-whole approach was used to teach the strategy of paraphrasing. At the beginning of the reading hour, paraphrasing was taught to the whole class of students. This was followed by the teaching group receiving intensive explicit instruction on paraphrasing for 30-40 minutes. At the completion of the reading hour, the whole class gathered together again to articulate new learning.
- The ten teaching sessions were conducted over a two week period at the same time each morning. (See Appendix 1 for the details of the lessons.)
- The reading strategy used for the teaching group and the rest of the class was "Shared Reading". This strategy was selected so all students could engage in the reading of the text, regardless of their differing instructional levels.

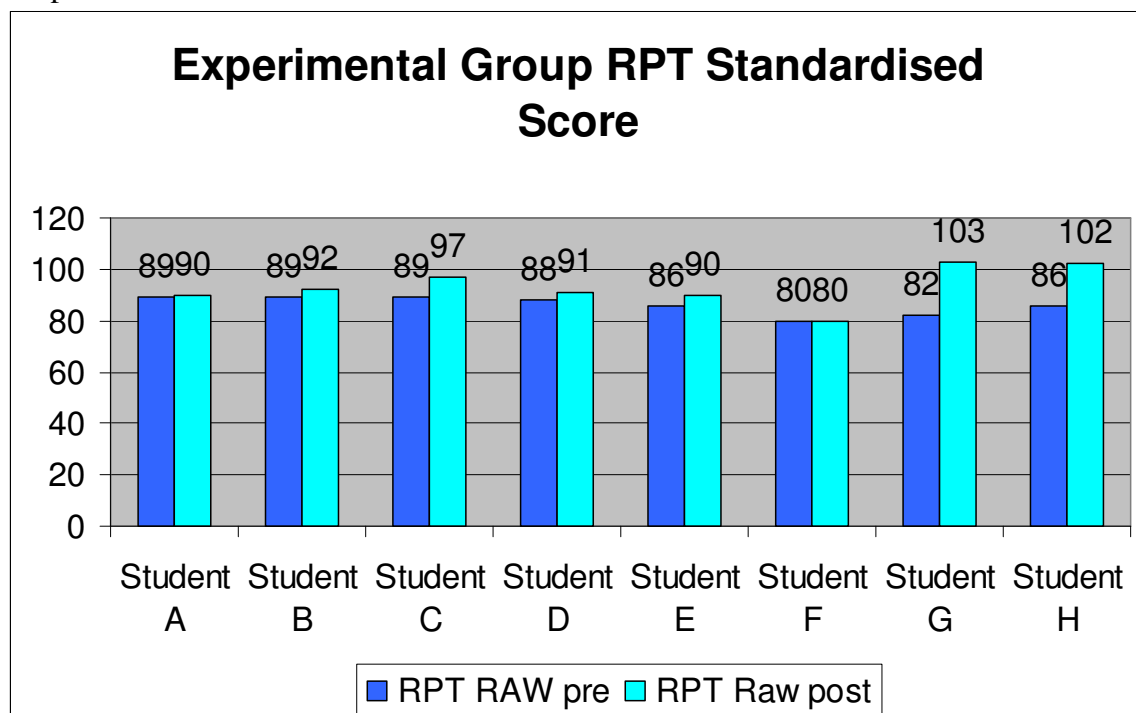
- Students in the teaching group were scaffolded in their learning and given corrective feedback. Scaffolding included questioning, modelling and imitation.
- Students often reviewed the new learning, recalling the purpose and actions used. They verbalised a mantra during and at the conclusion of each lesson. (See Appendix 3)
- At the completion of small group instruction, students in the teaching group recorded new learning in their reading journals.
- Observations of students and anecdotal notes were taken each session.
- The students in the control group received no teaching on paraphrasing.

In the post-testing period, the tasks were administered in the same way as for the pre-testing period to assess if the instruction on paraphrasing had increased reading comprehension.

Results

Results for the action research project support the hypothesis that the explicit teaching of paraphrasing to students in Year One and Two lead to an increase in reading comprehension. The comprehension scores of seven out of the eight students in the experimental group indicate an increase in reading comprehension. All students in the experimental group exhibited gains in the paraphrasing test. These gains made at the post test were greatly significant compared to the control group.

Graph 1



The performance in reading comprehension for the experimental group shows improvement. Seven out of eight students shows improvement from slight to significant in reading comprehension (See Graph 1).

Student F showed no improvement in reading comprehension. From the three types of comprehension questions included in the tests, the only type of question that Student F answered was about identifying the meaning of individual words. She displayed severe difficulty at the word and sentence level. She exhibited no confidence during the reading comprehension test. She was absent once from the teaching lessons.

Student A showed only slight improvement in reading comprehension which involved supplying a missing word in continuous text. He read quickly with no self-monitoring skills. He didn't refer back to text when selecting from multiple choice answers.

Student E performed a little better in reading comprehension by identifying the meaning of individual words and selecting correctly from multiple choice answers. His decoding skills were very slow and he took an extremely long time completing the test. He appeared worried throughout the test.

Student D improved a little in comprehension by selecting more correctly from multiple choice answers. He read text with a little fluency and did confirm some answers occasionally by looking back in the text.

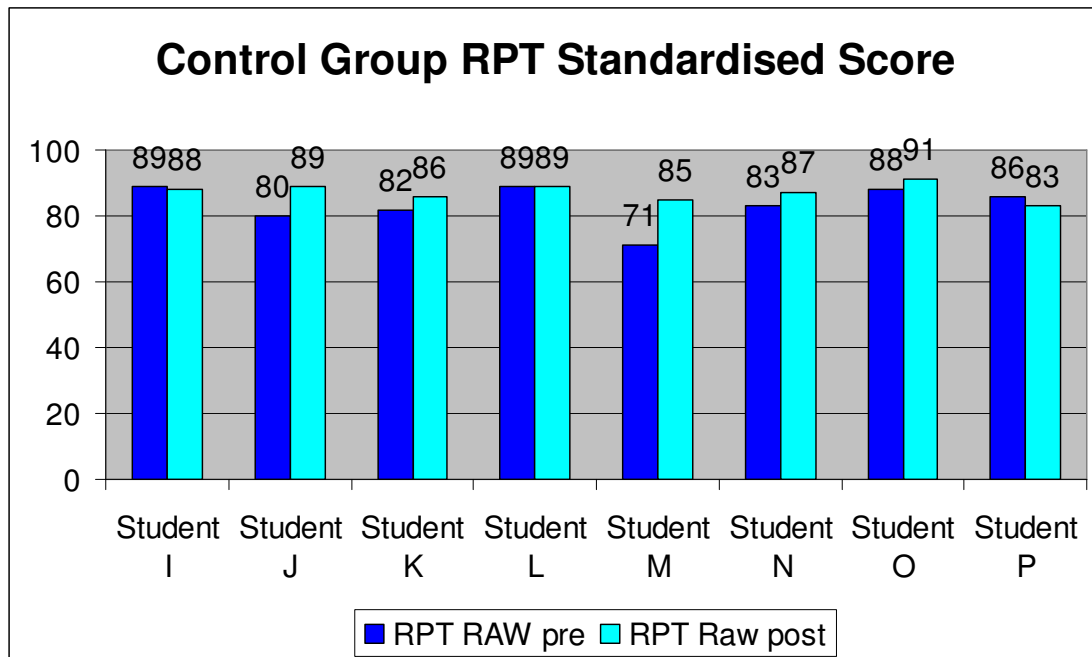
Similarly, student B chose more correctly from multiple choice answers and increased her reading comprehension. She spent time thinking about her answers and occasionally confirmed answers by checking the text.

Student C showed very pleasing results. There was a very good increase in the three types of comprehension questions. She subvocalised during the test, paused to think, often re-read to confirm meaning and persisted in completing the test.

Student H displayed significant improvement in reading comprehension results. She read carefully with some fluency, often re-read checking for meaning and referred back to text when selecting from multiple choice answers.

Likewise, student G exhibited significant improvement in reading comprehension. He was engaged in the task of reading, read softly to himself and checked the text to find the correct answers.

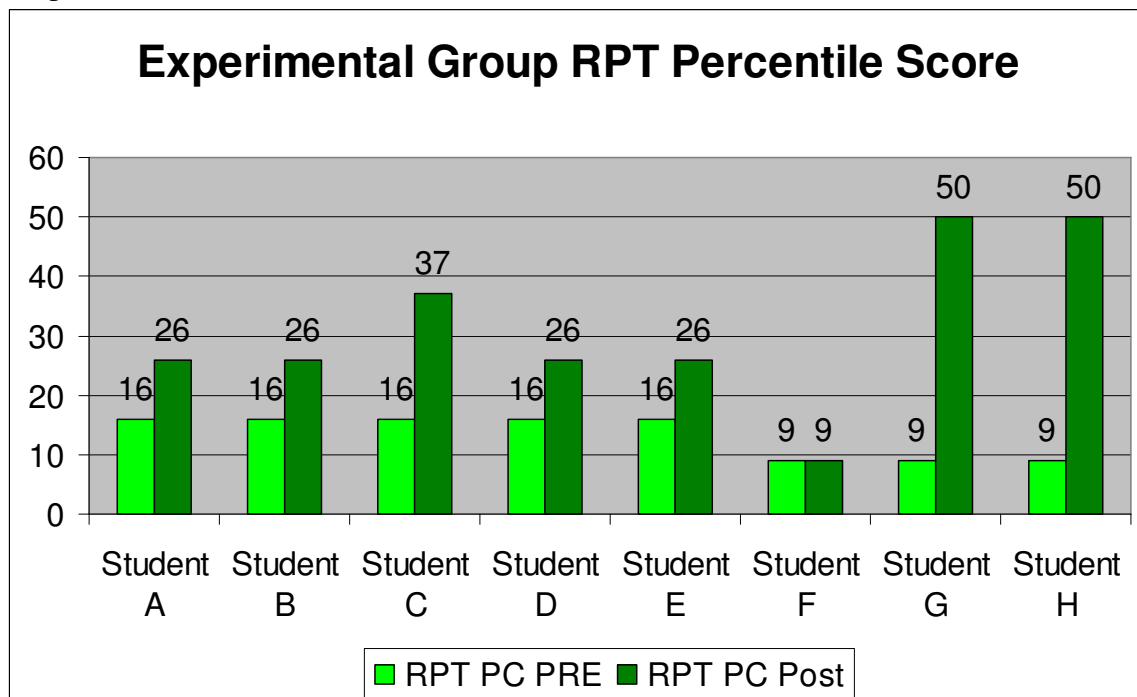
Graph 2



The performance in reading comprehension shows a little improvement for five of the students in the control group. Two students went down in their reading ability, while one student remained the same. (See Graph 2).

The pre and post percentile scores, shown below in Graph 3, support the hypothesis of this project. In the experimental group, except for Student F, there has been an increase in reading comprehension, significant for student C and highly significant for Students G and H.

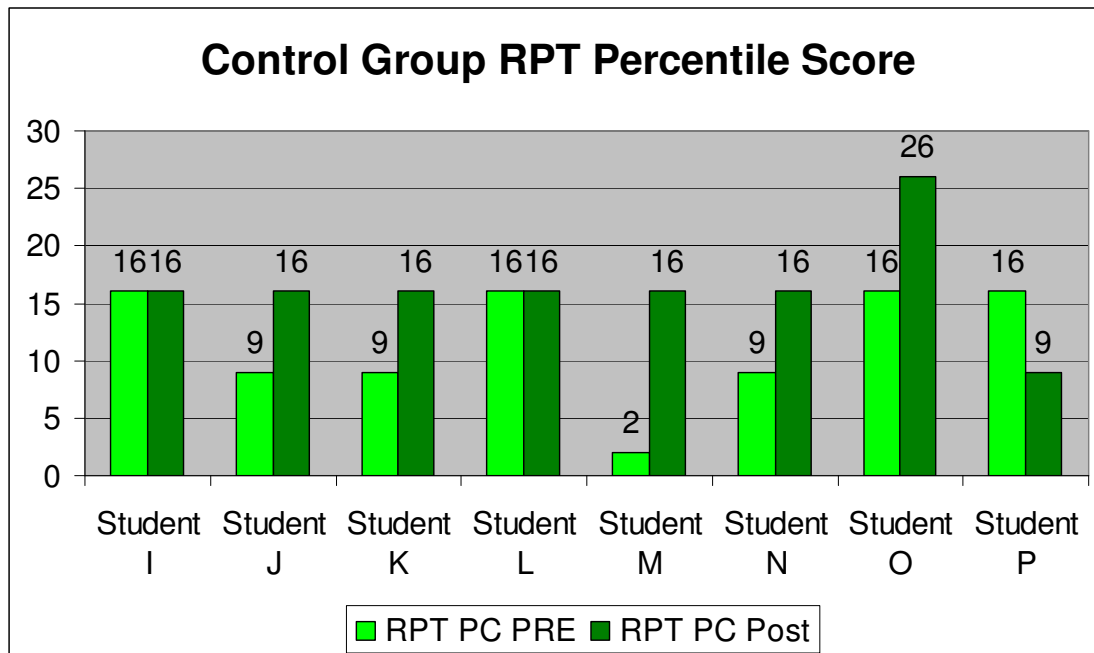
Graph 3



In the pre-testing phase for both groups, all students were at or below the 16th percentile. At the post testing phase, the experimental group's results far outweigh those of the control group. (See Graph 4) The experimental group had seven students who ranged between the 26th and 50th percentile. The control group only had one student at the 26th percentile with the remaining number between the 9th and 16th

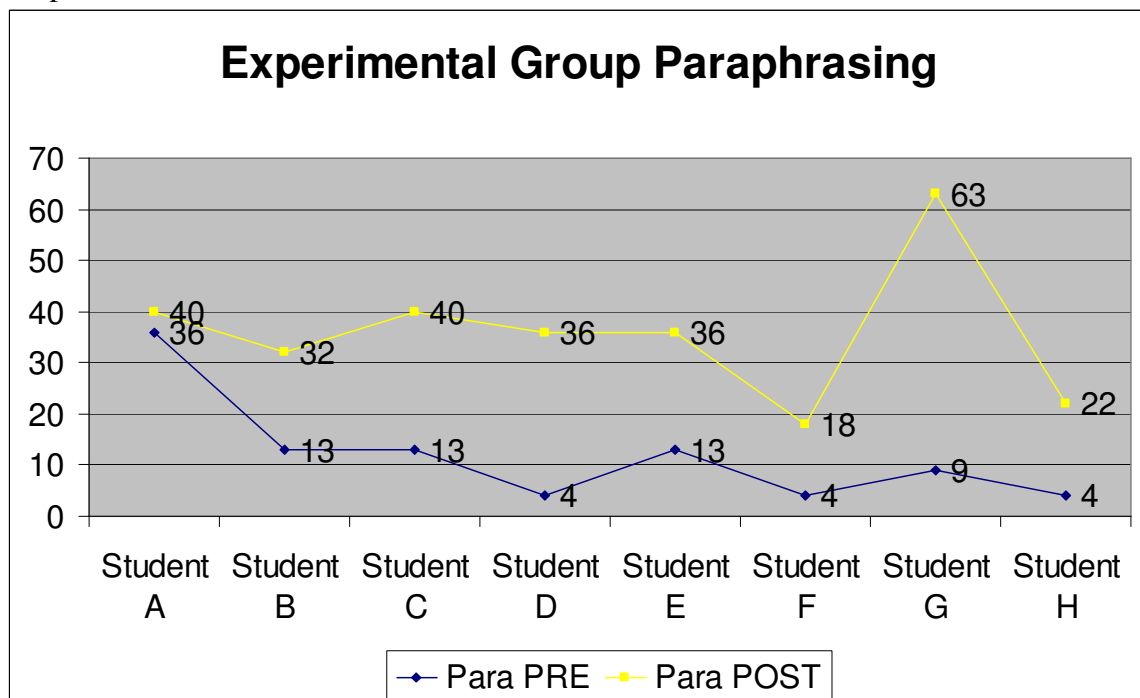
percentile. This is a significant difference in reading comprehension results between the two groups.

Graph 4

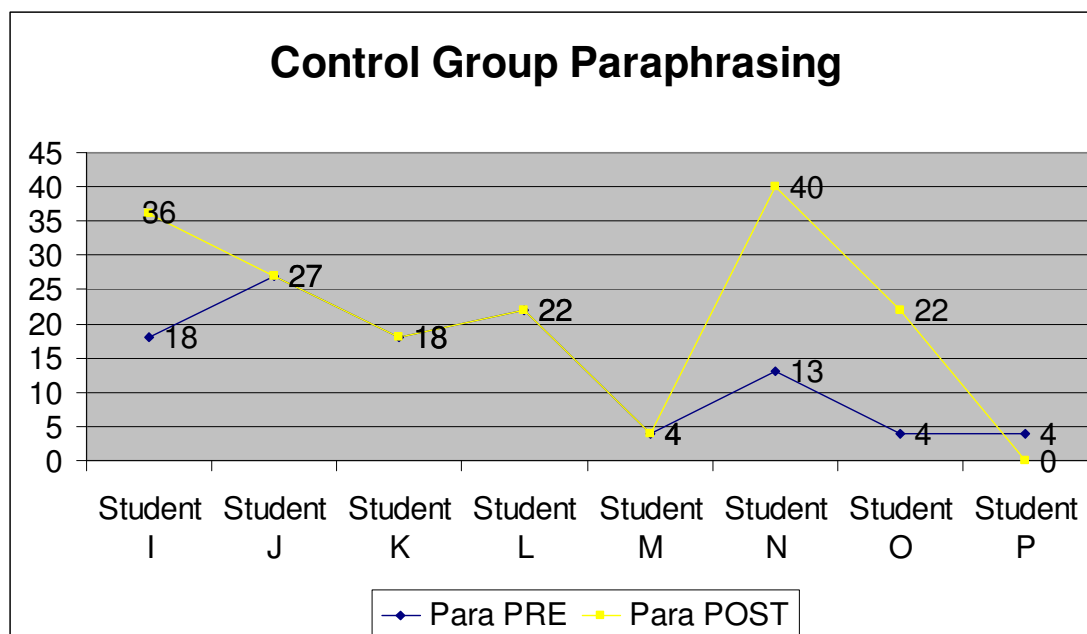


Results shown in graphs 5 and 6 show significant difference between the experimental group and the control group in relation to post-testing results. The explicit teaching of the paraphrasing strategy to the experimental group improved all pre-test scores.

Graph 5



Graph 6



Student A showed the least improvement in paraphrasing with only a 4% improvement. His limited vocabulary showed in the poor paraphrasing result. He was unable to offer many synonyms. He quite often added words to the sentence but did not paraphrase.

Student F improved by 14% during the intervention. She still required prompting to share her paraphrase with the group and worked timidly with a partner.

Student H displayed an 18% improvement in paraphrasing. She began the intervention as a passive learner but fairly quickly engaged in learning. She identified words to paraphrase, describing a farmer as a “man who takes care of a farm”. This was quite a sophisticated response for a Year One student who scored only 4% on her paraphrasing pre-test, ranked at the 9th percentile for reading comprehension, who then moved to 50th percentile at post-testing.

Student B improved by 19% at post-testing. Initially, she was hesitant to join in with the group but with scaffolding and encouragement, she participated well. She was the one student who was able to identify the meaning of an idiom and knew that get a wriggle on meant hurry up and also mentioned visualising in her reflection journal.

At post-testing, student E showed an increase of 23%. During the intervention, he appeared nervous, worried and lacking confidence. He described paraphrasing as

“doing our own words”. He had difficulty identifying the word from the sentence that needed to be changed and needed strong semantic scaffolding from the teacher. The part of the lesson that he enjoyed the most was listening to the shared reading of the big book.

Student C showed a 27% increase in paraphrasing. She was an exuberant learner, wanting to tell me her paraphrase all the time. She was keen to share her English, which is not her mother tongue. She paraphrased “that evening Pogy Frog was called to a meeting” to “that night Pogy Frog was called to a interview”. Her self efficacy as a speaker and a reader shone in her eyes and I believe the intervention significantly had a positive effect on her reading comprehension.

Student D made significant gains in paraphrasing, showing a 32% improvement. Initially, he was passive and lacked confidence when working in the small group. He confused paraphrasing with adding words to a sentence. Scaffolding and reviewing the action enabled him to understand paraphrasing and its purpose. The types of words he used changed from low level words like “small” and “big” to words like “chewing” for “eating” and “slice” for “cut”.

Student G made the most significant gains with an increase of 54%. He developed from being a quiet, listening student to an active participant taking part in a challenge. During the intervention, he engaged in listening, speaking and reading at a high level. When I would come to visit his classroom, he would often say to me, “I can paraphrase this, listen.” This significant learning shows the impact on reading comprehension results, which placed him on the 9th percentile at pre-testing changing to 50th percentile at post-testing.

The results for the control group for paraphrasing were mixed.(See Graph 6) Three learners showed some improvement perhaps due to the teaching of the visualising strategy which had been taught to all students in their class. The remaining students in the control group remained static, while one student went down in her performance.

Discussion

After analysing the results of this study, there is support for the hypothesis and the research, which suggests that, the explicit teaching of paraphrasing to Year One and Two students will lead to an increase in reading comprehension. All students in the experimental group made gains in the use of the paraphrasing strategy and while the gains for one student were small, the remaining scores were moderately significant to highly significant. Seven out of eight students indicated an increase in reading comprehension, ranging from slight to significant. The one student, whose reading comprehension remained static, was working only at a word level using the picture as well as the initial letter to identify the meaning of individual words. The students in the control group, who had been matched as closely as possible to the experimental group, did make gains in reading comprehension but not to the extent of the experimental group.

Overall the students in the experimental group displayed better reading comprehension outcomes. As Freier suggested, as cited in Katims and Harris (1997), the students had become strategic processors actively constructing meaning from text. The use of a learning strategy to maintain interest further supports the research of Clark, Deshler, Schumaker, Alley & Warner and Nelson & Smith as cited in Parker, Hasbrouck & Denton (2002). Most students in the study were better engaged and willing to share their ideas when asked to paraphrase.

This research project adds to the growing evidence that the explicit teaching of paraphrasing will improve reading comprehension. The results of this study support evidence that the explicit teaching of a learning strategy, more specifically, paraphrasing will improve reading comprehension. The current research supports the findings of Katims and Harris (1997), Lee and Von Colln (2003), Fisk and Hurst(2003) and more recently Munro (2004) who found that the teaching of paraphrasing taught explicitly, greatly influenced reading comprehension. Lee and Von Colln, who worked with a single subject for their study, stated that further research about paraphrasing was needed. This current study adds to the over time data of the effectiveness of the paraphrasing strategy.

The RAP strategy, which was developed by the Centre for Research on Learning at the University of Kansas, suggested a repetitive set of actions to use. The students in

this project verbalised a similar “mantra” which embedded a purpose for its use and actions for paraphrasing. The mantra was revisited often during the teaching sessions. The need for effective strategy teaching is reflected in this study and extends the research of Gersten, Fuchs, Williams & Baker 2001; Nelson, Smith & Dodd 1992, as cited in Munro (2004) and Katims & Harris (1997) and Lee and Von Colln (2003). Some students move quickly from externalised speech to internalised speech, while others do not. The use of external speech, through strategy training, gradually becomes internalised and remembered. This leads to the independent use of the strategy. The view of Munro (2004, p 837) that students move from externalised speech and acquire “internalised speech and can use this as a foundation for learning the comprehending strategies,” is supported by this project. The students in the experimental group were all able to state the actions that would help them understand their reading.

The students in the experimental group benefited from working in a small group, where they experienced many opportunities to interact with one another. The small group setting supports Vygotsky’s theory, as cited by Lyons (2003), that social interaction in small groups leads to higher mental functioning. Before the study, the students were passive, hesitant, quiet and considered “at risk learners.” After the sessions for the explicit teaching of paraphrasing, which also included many opportunities for social interactions, all the students were able to paraphrase and were engaged at a higher level of functioning.

Choosing the appropriate intervention strategy is critical for learners to succeed. I became aware that students F, A, and E would have made more gains from focussed, explicit teaching for phonological awareness. Student A rushes his reading and does not self-monitor. At pre-testing and post-testing, students F and E appeared overwhelmed by the amount of text that needed to be read for the comprehension tests. They tried to use a sounding out approach to read the tests. During the intervention period, and of all the students in the experimental group, these two students were the most passive learners. Their need for an intensive program targeting rime units and rapid automatised naming could improve their reading as well as their self-efficacy. This could be a further area for investigation.

There was some improvement for a number of students in the control group. These students had been receiving small group, focused, explicit instruction using the

comprehending strategy of visualising, prior to and during the intervention. I suggest that this instruction had a positive effect on the learning of a number of students. For example, Students I and O and particularly Student N, made very good gains on the paraphrasing test. There was some improvement in reading comprehension for five learners in the control group, particularly Students J and M. A possible further study could be a comparative one. Teach the reading comprehending strategy of paraphrasing to one class of students while teaching the reading comprehending strategy of visualising to another class. Compare their reading comprehension findings.

A difficulty, at the beginning of the project, for most students was the identification of the words that needed to be paraphrased. Several students thought that paraphrasing meant adding words, rearranging words or using antonyms. For most students in the experimental group there was a pleasing improvement in reading comprehension, but even more so in their ability to paraphrase. A possible area for further investigation could be the explicit teaching of synonyms may improve a student's oral language and reading comprehension.

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Appendix 1

Teaching Unit

Paraphrasing

Year Level: Year One and Two students

Lesson 1

Outcome: The students will identify the steps taken when paraphrasing at a word and sentence level, allowing them to develop comprehension skills that will develop their understanding of a variety of narrative texts.

MLOTP: Students will be working at the sentence level

Format: Whole group: Introduction

Teaching group: Focus teaching of skills to teaching group

Whole group: Review of lesson

In all lessons students apply the strategy of paraphrasing.

Text: Whole Class: The Feast (Big Book)

Teaching group: The Feast (Big Book)

The strategy of Shared Reading will be used with the students in the teaching group.

Description:

Whole group focus:

Introduction to strategy of paraphrasing

- 1 Read a sentence.
- 2 Change as many words as you can while keeping the meaning the same.
- 3 Say the sentence again in your own words.

Teaching group focus:

Introduction to strategy of paraphrasing

- 1 Read a sentence.
- 2 Change as many words as you can while keeping the meaning the same.
- 3 Say the sentence again in your own words.

Whole Group:

Introduction of the strategy:

(Teacher)*We are going to develop a skill that will help you to remember what you read. The skill is called paraphrasing. Has anyone heard the word paraphrasing? When you paraphrase you read a sentence and say it in your own words. It helps you understand what you read.*

Explicit outcome: This should be recorded on a class chart. Teacher to write:

- 1 Read a sentence.
- 2 Change as many words as you can while keeping the meaning the same.
- 3 Say the sentence again in your own words.

We are going to develop the skill of paraphrasing when we read sentences.

It may be necessary to discuss the structure of a sentence.

This is a text about

Let's read the first page aloud. I will read it first and then you read it with me.

When the page has been read twice, each sentence will be re-read by the teacher.

The teacher will then paraphrase each sentence changing as many words without changing the meaning.

Ask students to paraphrase sentences by changing one word in each sentence. Record the changes on the white board.

Adapted from John Munro Teaching a paraphrasing strategy 2006

(Teacher) *I will read the sentence and I want you to read it to yourselves with me.*

Then I will try saying it another way. Then I want some of you to have a go. I will write down what you say.

Sentence Read	Teacher Paraphrase

Review the Action:

Let's look at what we have done here. We read each sentence and then said it in other ways. See how it helped you to understand what the text said.

Are there any questions?

Try to use this skill when you are reading in the rest of the lesson and we will talk about how it can make reading easier at the end of the lesson.

Whole class then continue on with reading program.

Teaching Group:

The steps are then repeated using several sentence samples from the teaching group text.

Teacher models paraphrasing. Teacher reads sentence and thinks aloud which words could be changed. Teacher then says the paraphrased sentence. Students imitate the paraphrased sentence. Teacher models paraphrasing again. Teacher reads the next sentence, selects words that can be changed and says the paraphrase. Students imitate the paraphrase. Students take turns to paraphrase individual sentences. Where necessary, the teacher scaffolds the student in the selection of words to be paraphrased and offers corrective feedback. Students are regularly reminded about what they are doing.

What do you tell yourself to do when you paraphrase?

Once all of the group have paraphrased orally, teacher selects an original sentence from the text that had been used as a teaching point and asks the children to remember the paraphrased sentence and say it.

Review the Action:

Now let's discuss what you did when you paraphrased.

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

- 1 Read a sentence.
- 2 Change as many words as you can while keeping the meaning the same.
- 3 Say the sentence again in your own words.

Students write the procedure in reading journals.

Whole Group:

The whole group review what they did when they paraphrased.

(Teacher) *Now let's discuss what we did when we paraphrased.*

Students share new strategy and use the chart as well.

The following need to be stressed in each of the ten lessons:

What do you do when you paraphrase a sentence?

How does paraphrasing help you?

Lesson 2

Students apply the strategy of paraphrasing. The students review the steps involved, practising on single sentences.

Teacher actively monitors progress and offers corrective feedback.

Text: The Little Red Hen (Big Book)

Lesson	Text	Teaching Group Student Activity
2	Whole Group: The Little Red Hen Teaching Group: The Little Red Hen	Teacher models paraphrasing. Students imitate. Students take turns individually to paraphrase a sentence.

Whole Group:

Teacher reviews action learned in previous lesson.

(Teacher) *What did we learn yesterday to help us understand what we read?*

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

Refer to class chart and say together:

- 1 Read a sentence.
- 2 Change as many words as you can while keeping the meaning the same.
- 3 Say the sentence again in your own words.

Introduce new text. Discuss the topic.

(Teacher) *This is a text about ...*

Let's read the first page aloud. I will read it first and then you read it with me.

When the page has been read twice, each sentence will be re-read by the teacher. The teacher will then paraphrase each sentence changing as many words without changing the meaning.

Ask students to paraphrase sentences by changing one word in each sentence. Record the changes on the white board.

(Teacher) I will read the sentence and I want you to read it to yourselves with me. Then I will try saying it another way. Then I want some of you to have a go. I will write down what you say.

Sentence Read	Teacher Paraphrase

Review the Action:

Let's look at what we have done here. We read each sentence and then said it in other ways. See how it helped you to understand what the text said.

Try to use this skill when you are reading in the rest of the lesson and we will talk about how it can make reading easier at the end of the lesson.

Whole class then continue on with reading program. Students transfer the new strategy to new texts.

Teaching Group:

The steps are then repeated using several sentence samples from the teaching group text.

Teacher models paraphrasing. Teacher reads sentence and thinks aloud which words could be changed. Teacher then says the paraphrased sentence. Students imitate the paraphrased sentence. Teacher models paraphrasing again. Teacher reads the next sentence, selects words that can be changed and says the paraphrase. Students imitate the paraphrase. Students take turns to paraphrase individual sentences. Where necessary, the teacher scaffolds the student in the selection of words to be paraphrased

and offers corrective feedback. Students are regularly reminded about what they are doing.

What do you tell yourself to do when you paraphrase?

Once all of the group have paraphrased orally, teacher selects an original sentence from the text that had been used as a teaching point and asks the children to remember the paraphrased sentence and say it.

Whole Group:

The whole group review what they did when they paraphrased.

(Teacher) *Now let's discuss what we did when we paraphrased. How does paraphrasing help you?*

Students share new strategy and use the chart as well.

Adapted from John Munro Teaching a paraphrasing strategy 2006

Lesson 3

Students apply the strategy of paraphrasing. The students review the steps involved, practising in single sentences.

Teacher actively monitors progress and offers corrective feedback.

Introduce the new text. Discuss the topic (as for lesson 2).

Text: Pass the Jam Jim (Big Book)

Lesson	Text	Teaching Group Student Activity
3	Whole Group: Pass the Jam Jim Teaching Group: Pass the Jam Jim	Teacher models paraphrasing with a partner. Students paraphrase a sentence co-operatively in pairs.

Whole Group:

Teacher reviews action learned in previous lesson.

(Teacher) *What did we learn yesterday to help us understand what we read?*

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

This part of the lesson proceeds as for Lesson 2.

Teaching Group:

The steps are then repeated using several sentence samples from the teaching group text. Teacher models paraphrasing and works co-operatively with a student as a partner. Teacher repeats this modelling with another student. Teacher reminds the students of the nature of task and reviews the action.

(Teacher) Remember we read each sentence then we say it in another way, keeping the meaning the same. This helps us to understand what we read.

In pairs, the students have a go at co-operatively paraphrasing a sentence. Scaffold selection of words to be paraphrased, when necessary. Teacher offers feedback and any corrective action is taken. Teacher records the co-operative paraphrase on whiteboard. Teacher continually reminds students of the task and reviews the action being learned. Students select from a paraphrase recorded on the whiteboard to record in learning journal.

Whole Group:

Teacher reminds students of the nature of the task and has them review the action.

The whole group review what they did when they paraphrased.

(Teacher) Now let's discuss what we did when we paraphrased. How does paraphrasing help you?

Students share new strategy and use the chart as well.

Lesson 4

Students apply the strategy of paraphrasing. The students review the steps involved, practising in single sentences.

Teacher actively monitors progress and offers corrective feedback.

Introduce the new text. Discuss the topic (as for lesson 2).

Text: Hatty and Tatty and the Deep Blue Sea (Big Book)

Lesson	Text	Teaching Group Student Activity
4	Whole Group: Hatty and Tatty and the Deep Blue sea Teaching Group: Hatty and Tatty and the Deep Blue sea.	Orally paraphrase a sentence in pairs and record the co-operative paraphrase. Students write their paraphrased sentence independently.

Whole Group:

Teacher reviews action learned in previous lesson.

(Teacher) *Tell me what did we learn yesterday to help us understand what we read?*

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

This part of the lesson proceeds as for Lesson 2.

Teaching Group:

The steps for the teaching group are then repeated as for the co-operative oral paraphrase in lesson 3. Teacher actively monitors progress and offers corrective feedback.

Whole Group:

Teacher reminds students of the nature of the task and has them review the action.

The whole group review what they did when they paraphrased.

(Teacher) *Now let's discuss what we did when we paraphrased. How does paraphrasing help you?*

Students share new strategy and use the chart as well.

Lesson 5

Students apply the strategy of paraphrasing. The students review the steps involved, practising in single sentences.

Teacher actively monitors progress and offers corrective feedback.

Introduce the new text. Discuss the topic (as for lesson 2).

Text: Titch

Lesson	Text	Teaching Group Student Activity
5	Whole Group: Titch Teaching Group: Titch	Orally paraphrase a sentence independently. Record the paraphrase.

Whole Group:

Teacher reviews action learned in previous lesson.

(Teacher) *Tell me what we did yesterday to help us understand what we read? What do you know about paraphrasing? What steps should you follow to paraphrase a text?*

This part of the lesson proceeds as for Lesson 2.

Teaching Group:

The teacher models paraphrasing selected sentences. Students are asked to paraphrase a selected sentence independently. Feedback is given and any corrective action is made. Students take turns to paraphrase independently. Teacher actively monitors progress and offers corrective feedback. Scaffold words or phrases for selection where necessary. Students record their paraphrase in learning journal. Teacher reviews with the whole group what they did when they paraphrased.

Whole Group:

Teacher reminds students of the nature of the task and has them review the action.

The whole group review what they did when they paraphrased.

(Teacher) *Now let's discuss what we did when we paraphrased. How does paraphrasing help you?*

Students share new strategy and use the chart as well.

Lessons 6 to 10

Teacher uses the procedure, outlined in lessons 4 and 5, for lessons 6 to 10, alternating the use of co-operative paraphrasing with independent paraphrasing.

Lesson	Variations in lessons
6	(Text: Pogy Froggy and the Cows) Read aloud a page. Paraphrase sentence by sentence. In pairs students write a co-operative paraphrase of a sentence and share.
7	(Text: The Fun Bus) Read aloud a page. Paraphrase sentence by sentence. Students write independently a paraphrase of a sentence and share.
8	(Text: This is the Bear and the scary Night) Read aloud a page. Paraphrase sentence by sentence. In pairs students write a co-operative paraphrase of a selected sentence and share.
9	(Text The Runaway Tractor) Read aloud a page. Paraphrase sentence by sentence. Students write independently a paraphrase of selected sentences and share.
10	(Text: Students choose favourite text from the series of lessons) Read aloud a page. Paraphrase sentence by sentence. Students write independently a paraphrase of selected sentences and share.

Adapted from John Munro Teaching a paraphrasing strategy 2006

Appendix 2

List of Tests and Resources

- Manual for Stage One of the Reading Progress Tests (for use with the Literacy Baseline and Reading Progress Tests 1 and 2) by Denis Vincent, Mary Crumpler and Mike de la Mare; Published by Hodder and Stoughton, 1996.
- An adaptation of Paraphrasing task: Group administration by John Munro, 2005.

Target sentences, adapted for individual administration, included:

- The young man and his friend rode on the bike. (score 2)
 - They were enjoying themselves. (score 2)
 - The two friends chatted. (score 2)
 - They were not paying attention to anything. (score 2)
 - They were supposed to watch where they were going. (score 2)
 - The track went downwards suddenly and the bike sped up. (score 3)
 - The two riders weren't smiling and chatting anymore. (score 2)
 - Ahead they saw a huge stone in the middle of the path. (score 2)
 - There is a loud thud and the front wheel crumples. (score 2)
 - The young couple is airborne, flying over the obstacle to the grass on the side of the track. (score 3)
- The Feast by J. Windsor, (1999). Published by Heinemann Education, New Zealand.
 - The Little Red Hen retold by B. Parkes and Judy Smith, (1987). Published by Methuen Australia.
 - Pass the Jam Jim by K. Umansky & M. Chamberlain. Published by Red Fox, Random House, UK.
 - Hatty and Tatty and the Deep Blue Sea by J Cowley, (2004). Published by Mimosa Publications, Australia.
 - Titch by P. Hutchins. Published by Red Fox, Random House, UK.
 - Poggy Frog and the Cows, by J. Cowley, (2004). Published by Mimosa Publications, Australia.
 - The Fun Bus by J. Eggleton, (2003). Published by Heinemann Education, New Zealand.

- This is the Bear and the Scary Night by S. Hayes & H. Craig. Published by Walker Books, UK.
- The Runaway Tractor by H. Amery & S. Cartwright (1998). Published by Usborne Publishing, London, England.

Appendix 3

1. Read a sentence.
2. Change as many words as you can while keeping the meaning the same.
3. Say the sentence again in your own words.