

Abstract

It is apparent that many students in the middle primary years are able to competently decode a text but display difficulty in comprehending texts. These students often have difficulty making connections between what they have read and their previous knowledge. They are often unable to retell the information gathered from the text or verbalise their understandings of it.

This study investigated the belief that explicit teaching of paraphrasing improves the reading comprehension levels of middle primary school students considered to be 'at risk' in this area.

Research tells us that reading is more than simply being able to decode and that comprehension is an integral part of this process. Teaching comprehension skills requires the teaching of strategies such as paraphrasing that will empower the students to be able to recall, retell and internalize information they have read. It will motivate them to continue reading and to engage in a variety of text types.

This research involved 'at risk' students from years three (3) and four (4). They were placed into a teaching or a control group. A series of ten (10) lessons focusing on paraphrasing was taught to the teaching group while the control group continued with normal classroom programming. Both groups were tested prior to the lessons and again when they concluded. The results of both groups were compared to ascertain the effect of paraphrasing on reading comprehension.

The results indicate that the teaching of paraphrasing as a strategy to improve comprehension is an effective one. Most of the students involved in the teaching group displayed significant gains both in reading comprehension and paraphrasing use. It is evident that students in the middle primary school would benefit greatly if the teaching of this strategy became an integral part of classroom practice.

Introduction

Many students in the middle level of primary school, years three (3) and four (4), have attained age appropriate reading skills but in many cases have not reached the same levels in comprehension. The presence of appropriate decoding and word recognition skills for reading are often exhibited by middle primary school students but it is the ability to comprehend and retell what has been read that causes difficulty for many of them. The absence of comprehension skills that compliment their reading ability can affect the students' understanding of what has been read as well as their desire to read.

Comprehension is integral to reading and is a skill that needs to be taught explicitly. It is important that students are not simply able to decode a text, both fiction and non-fiction, but are able to construct meaning from it. They need to be able to appropriately use and transfer the information they have internalised from the text to other areas of learning.

A teaching strategy that assists with comprehension that has been identified by many researchers including Fisk & Hurst (2003) is paraphrasing. Teaching the skill of paraphrasing enables students to read a text, make connections to their own experience and verbalise its meaning in their own words. According to Turner (1987) being able to paraphrase means making sense of a passage or text and expressing this meaning in your own words.

'We have found paraphrasing for comprehension to be an excellent tool for reinforcing reading skills such as identifying the main ideas, finding supporting details, and identifying the author's voice' (Fisk & Hurst, pp182 2003)

As all educators are aware reading is a complex process that is not simply about accurate decoding. Katims and Harris (1997) in referring to Freire (1985) state that reading is a strategic process and that reading comprehension is influenced by how the reader relates to and interprets the information gathered from the text. Paraphrasing assists us in ascertaining the level of understandings the students have attained. Schoenbach, Greenleaf, Cziko, and Hurwitz (1999) believe that in order for the readers to be deemed proficient they need to bring a variety of skills such as accurate decoding, fluency, problem solving and their own life experiences to the text. All these contribute to the

students being mentally engaged, motivated, and strategic in their reading. This engagement in reading relies heavily on the students' ability to draw meaning from the text and make connections to their own life experiences to be able to fully comprehend it. Parker, Hasbrouck & Denton (2002) believe skilled readers as opposed to unskilled readers are able to comprehend a text due to the way in which they use their general world knowledge to draw valid inference and understanding from a text. We therefore need to explicitly instruct the students in a strategy, such as paraphrasing, that will assist them to successfully draw on their own experiences to express their understandings of the text being read.

Snowball, (2006) believes that it is of vital importance that we teach and learn about comprehension across all areas of the curriculum. She states that explicit instruction in the teaching of comprehension strategies throughout the students' schooling will assist them in their understanding, recalling and retelling of what they have read. She believes the most important impact is the increase in the students' motivation to engage more enthusiastically with a variety of text materials.

The research done by Kintsch and referred to by Munro (2004) states that readers comprehend at a number of different levels, 'sentence, conceptual and topic' and that the strategy of paraphrasing can be used at each of these. Fisk & Hurst (2003) again state that teaching the technique of paraphrasing a text, both fiction and non fiction, will strengthen the students' comprehension skills. Lee and Von Colln (2003) also support the use of paraphrasing as an effective strategy for teaching comprehension. They refer to a strategy developed by Schumaker, Denton & Deshler (1984) known by the mnemonic (RAP), **R**ead a paragraph, **A**sk yourself what are the most important ideas and the key message, and **P**ut this information into your own words. This strategy has proved to be popular as it can be easily incorporated into a regular classroom situation and is a relatively logical approach to follow for both teacher and student. In a study carried out by Katims and Harris (1997) it was also determined that teaching the paraphrasing strategy contributed to significant improvements in reading comprehension by the students involved in the study including those with learning difficulties.

In implementing the teaching of paraphrasing skills Parker, Hasbrouck & Denton (2002) suggest to begin at sentence level with modelling of the skill to be done by the teacher.

Beginning at this level enables the teacher to scaffold the students' learning and hence continues to build on the understandings attained. The teacher would then move from sentence to paragraph level. This is supported by Munro (2004) who in a recent study investigated the implementation of strategic instruction in skills, including paraphrasing, and the effects on reading comprehension. The study showed that when teachers explicitly teach, model and scaffold the learning of paraphrasing the students improve their reading comprehension skills. A study done by Lee and Von Colln (2003) also supports the teaching of paraphrasing as a method for improving the reading comprehension of students. They believe the teaching must take place through controlled practice and with explicit instruction and feedback. It must include opportunities for the teacher to model "thinking aloud" and for the student to practise this skill. Students also need to see and understand the practical application of this skill for them to be motivated to use it effectively as stated by Fisk & Hurst (2003).

It must be mentioned that paraphrasing is but one strategy for improving reading comprehension. Snowball (2006) believes that when we are explicitly teaching one specific strategy for comprehension other strategies will come into play and be naturally used by the student as long as they too have been taught explicitly by the teacher.

The present study will be modelled on previous studies into the explicit teaching of paraphrasing and aims to further investigate the belief that if students are able to paraphrase proficiently then their comprehension levels will be affected positively. The study will focus on a group of students that have proven to be competent decoders but are having difficulties in the area of comprehension.

The hypothesis for this study is that teaching paraphrasing to year three (3) and four (4) students exhibiting reading difficulties will lead to increased reading comprehension.

Method

Design

This study used an OXO design. It has been identified that although the participants are able to decode accurately they continue to display difficulty in comprehending the content of the text. The students were placed in two (2) groups consisting of six (6) students, one being the teaching group and the other the control group. A selection of assessment tools was selected to measure the students' reading and comprehension levels as well as their paraphrasing ability. These identical tools were used at both pre and post teaching times for both groups of students. Explicit teaching of paraphrasing took place over a series of ten (10) lessons to the teaching group and gains in reading comprehension were monitored throughout the teaching. The control group did not participate in any explicit paraphrasing teaching sessions. Post testing took place and comparisons were then made between the two (2) groups to examine any differences in results between the pre and post test data and whether or not explicit teaching of paraphrasing had a positive impact on the students' level of comprehension.

Participants

All the participants selected to participate in this study are primary school aged students currently in either Year Three (3) or Four (4) and are placed in a multi-age setting of years Three (3) and Four (4) together. They were chosen to partake in the study due to a history of having reading difficulties, particularly in the area of comprehension, these difficulties were again identified in recent Torch testing procedure. There was a mix of gender with all but one student coming from an English speaking background. The student from a NESB Non English Speaking Background is exposed to Spanish by both parents and grandparents but he only engages in speaking English. All students come from either middle or high socio economic backgrounds. None of the students involved in the study are classified Learning Disorder (LD) but would be considered 'at risk' particularly in the area of comprehension.

Materials

All the students involved in the study were initially assessed using the Torch Test of Reading Comprehension and the John Munro designed Paraphrasing Test. The post testing procedure used the same assessment tools as used in the pre testing procedure and was again administered to all children in both the control and the teaching groups.

The Paraphrasing lessons that were implemented over 10 sessions were based on those designed by John Munro but have been adapted to suit the specific teaching group.

(Appendix 1)

The texts including both fiction and non fiction, used during these lessons were again those as recommended by John Munro, *The Jaguar: A Great Cat.*, *It's Not A Rat, It's Not A Cat, It's A....*, *Our Forests Have Gone To Keep Us Warm* and *The Animals That Live In The Earth's Coldest Areas.* (Appendix 2) Other reading material was sourced from *The School Magazine, Countdown, (2006)*. Daily monitoring records were kept and used by the teacher to record verbal and non verbal responses elicited by the students as well as assisting in establishing the foci for the following lesson.

Procedure

The Torch Reading Test, 'Lizards Love Eggs' was administered to all students across the Years Three (3) and Four (4) level to establish those children who were considered to being 'at risk' in the area of reading comprehension. Scoring for the Torch Test took place according to that as stipulated in the Torch Manual. The students who scored between the 10th and 25th percentiles were then selected to be part of either the teaching or control group. The Paraphrasing Test was then administered to these twelve (12) students, the scoring for the Paraphrasing Test (Appendix 4) was designed by the teacher conducting the study and administered consistently to all students. (Appendix 3) It was then that they were split into two (2) groups. Both of these groups were organised ensuring that the dependable variables were as similar as possible. Students in both groups were comparable in the following areas; pre test scores, gender, age and socio economic background. (Table 1 & 2)

<i>STUDENT</i>	<i>AGE</i>	<i>YEAR LEVEL</i>	<i>TEACHING/ CONTROL GROUP</i>	<i>GENDER</i>	<i>NESB</i>	<i>PRE TORCH RAW SCORE</i>	<i>PRE TORCH SCORE</i>	<i>PRE TORCH %</i>	<i>PRE PARA PHRASING SCORE = 87</i>
3	102	3	T	M	Y	9	30	25	15
1	98	3	T	M	N	8	28	17	25
2	101	3	T	F	N	7	26	9	21
4	109	3	T	F	N	7	26	9	11
5	118	4	T	M	N	11	34	21	12
6	122	4	T	M	N	10	32	13	33

Table 1 Pre Test data Torch & Paraphrasing – Teaching group

<i>STUDENT</i>	<i>AGE</i>	<i>YEAR LEVEL</i>	<i>TEACHING/ CONTROL GROUP</i>	<i>GENDER</i>	<i>NESB</i>	<i>PRE TORCH RAW SCORE</i>	<i>PRE TORCH SCORE</i>	<i>PRE TORCH %</i>	<i>PRE PARA PHRASING SCORE = 87</i>
9	102	3	C	F	N	9	30	25	17
7	100	3	C	M	N	8	28	17	16
10	102	3	C	F	N	7	28	9	7
8	100	3	C	M	N	7	26	9	4
11	96	4	C	M	N	11	34	21	17
12	97	4	C	M	N	10	32	13	18

Table 2 Pre Test data Torch & Paraphrasing – Control group

The ten (10) lessons were conducted over a three (3) week period within the classroom setting during the literacy sessions, specifically the reading session. Pre teaching, approximately ten (10) minutes, regarding paraphrasing was given to all students within the class and then the teaching group was taken aside for more explicit instruction in paraphrasing. The instruction to the teaching group went for approximately twenty (20) minutes. Other students continued on with routine reading procedures. Students in the control group continued to be taught as their normal classroom program dictated.

All ten (10) lessons with the teaching group followed a similar format as that established by John Munro (2006). At the beginning of each session the students were explicitly told what strategy for reading they were going to be focusing on and practicing, *‘Today we will be learning about paraphrasing.’* They were informed that the strategy of paraphrasing would assist them in recalling what they have read and being able to retell the text in their own words. As sessions progressed the students would be expected to elicit this understanding of the strategy independently without prompting.

The students were asked to read a text silently and then it was read aloud to the whole group. Focus was then placed on one paragraph; again this was read silently by each student and aloud to the group. The teacher then read the paragraph sentence by sentence, paraphrasing each sentence individually and therefore modelling the strategy of paraphrasing to the group. Throughout this process the teacher would consistently and explicitly remind the students that she was 'doing' the strategy of paraphrasing. At this time the teacher demonstrated her thinking aloud so that the students were exposed to the strategies she was using. The teacher elicited statements such as '*what was that sentence saying to me?*', '*what does that sentence mean?*', '*how can I say/paraphrase that sentence in my own words?*'. The teacher always wrote her examples of paraphrasing on the board or onto paper so that the students could read and view them.

In the initial lessons the students were then asked to independently paraphrase the sentence the teacher had demonstrated. Many of the students found this task difficult and therefore the teacher was required to provide further scaffolding by asking them to paraphrase a sentence by changing one word. The students were able to complete this task and began to display an understanding of paraphrasing. They then progressed to paraphrasing more than one word and eventually to even changing the order of information given in the sentence. Again throughout this procedure many of the students' elicitation were recorded for all to observe. The lessons progressed until the students were able to paraphrase sentences that constituted a whole paragraph. Throughout each lesson responses given by the students were recorded by both themselves and the teacher and corrective and positive feedback was given by the teacher as well as from student to student.

During the lessons the students were consistently required to verbalise their thinking and understandings of what paraphrasing was. At the completion of each lesson the students were expected to elicit their understandings of the skill of paraphrasing. Some were able to do this without prompting.

After the ten (10) lessons were completed the Post Testing procedure was implemented for all students from both the teaching and control groups. This involved the administration of the Torch Reading Test, Lizards Love Eggs and the Paraphrasing Test (Munro). Scoring again was kept consistent with the pre testing scoring method.

Results

The results indicate that the reading comprehension of students deemed to have difficulties in this area can be improved when explicitly taught the skill of paraphrasing. The pre and post results data shows us that the students in the teaching group made significant gains in both reading comprehension and paraphrasing. Some students in the control group also made progress in both areas but these were not consisted across all students nor were they of great significance. (Table 3 & 4)

STUDENT	AGE	YEAR LEVEL	TEACHING/CONTROL GROUP	GENDER	NESB	PRE TORCH RAW SCORE	POST TORCH RAW SCORE	PRE TORCH SCORE	POST TORCH SCORE	PRE TORCH %	POST TORCH %	PRE PARAPHRASING SCORE = 87	POST PARAPHRASING SCORE = 87
3	102	3	T	M	Y	9	14	30	39	25	76	15	34
1	98	3	T	M	N	8	6	28	24	17	4	25	21
2	101	3	T	F	N	7	16	26	44	9	89	21	38
4	109	3	T	F	N	7	15	26	42	9	82	11	31
5	118	4	T	M	N	11	17	34	47	21	84	12	40
6	122	4	T	M	N	10	13	32	37	13	39	33	48

Table 3 Pre & Post Test Data - Torch & Paraphrasing Scores – Teaching Group

STUDENT	AGE	YEAR LEVEL	TEACHING/CONTROL GROUP	GENDER	NESB	PRE TORCH RAW SCORE	POST TORCH RAW SCORE	PRE TORCH SCORE	POST TORCH SCORE	PRE TORCH %	POST TORCH %	PRE PARAPHRASING SCORE = 87	POST PARAPHRASING SCORE = 87
9	102	3	C	F	N	9	10	30	32	25	35	17	24
7	100	3	C	M	N	8	8	28	28	17	17	16	25
10	102	3	C	F	N	7	6	26	24	9	4	7	17
8	100	3	C	M	N	7	8	26	28	9	17	4	6
11	96	4	C	M	N	11	10	34	32	21	13	17	13
12	97	4	C	M	N	10	11	32	34	13	21	18	30

Table 4 Pre & Post Test Data - Torch & Paraphrasing Scores – Control Group

When we examine the median scores of both groups we can see that the improvement achieved by the teaching group in the Torch Reading Test percentile scores was markedly greater than that of the control group. (Figure 1) All students across both groups scored similar results in the pre test for reading comprehension but it is the post test results that show us the control group's median score increased marginally while the teaching group's median score improved markedly. The teaching group made a gain of 46.7% compared to the control group's gain of 2.2%

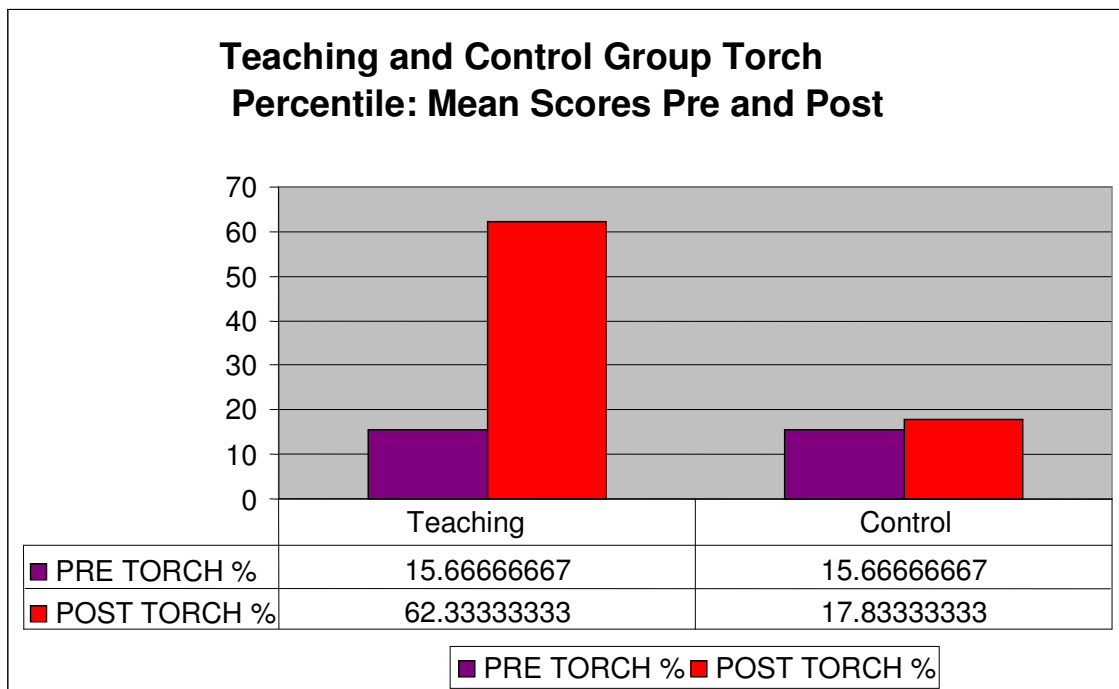


Figure 1 Graph re median Torch Pre & Post percentile scores

If we examine the median pre and post test scores for the paraphrasing test we can also see that they begin at similar starting points but it is the teaching group that again shows significant improvement in their post test results. The control group also shows an improvement in the paraphrasing post test but it is not as significant as that of the teaching group. (Figure 2) The teaching group made a gain of 15.8 points compared to the control group's gain of 6.0 points.

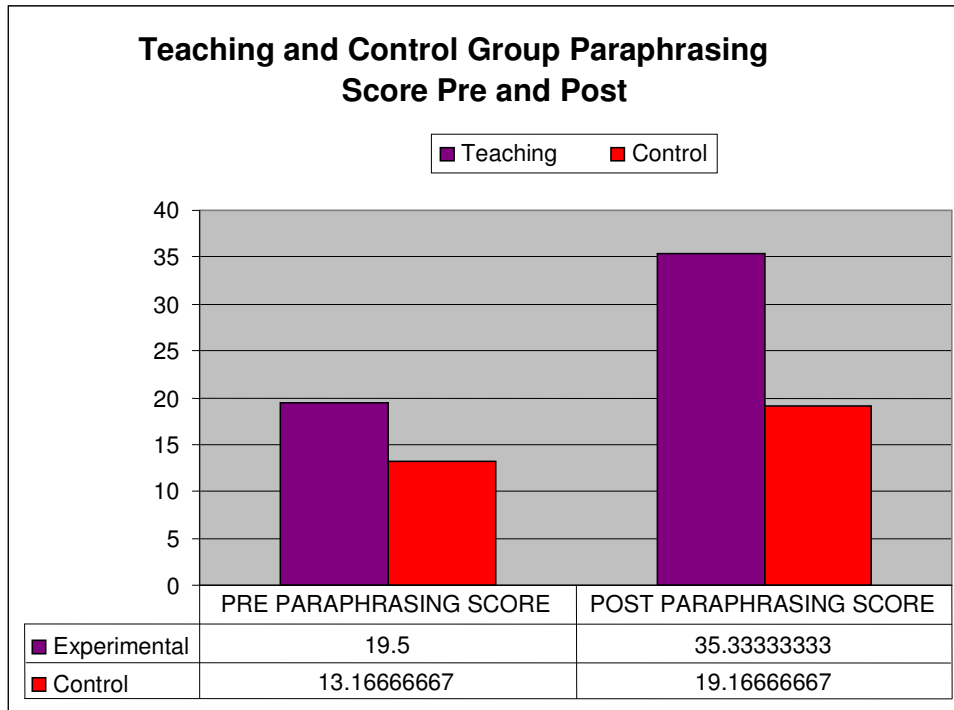


Figure 2 Graph re median paraphrasing Pre & Post scores

When we examine the results from both groups we can ascertain that it is the explicit teaching of paraphrasing that has had a positive impact on the reading comprehension of these students previously considered to be at risk in this area. The improvement in the control groups paraphrasing scores maybe due to previous exposure to the test and some incidental teaching occurring within the classroom at whole class level. It is therefore important to look at some of the individual results of students from both the groups to also ascertain the effects of paraphrasing as a strategy to improve reading comprehension.

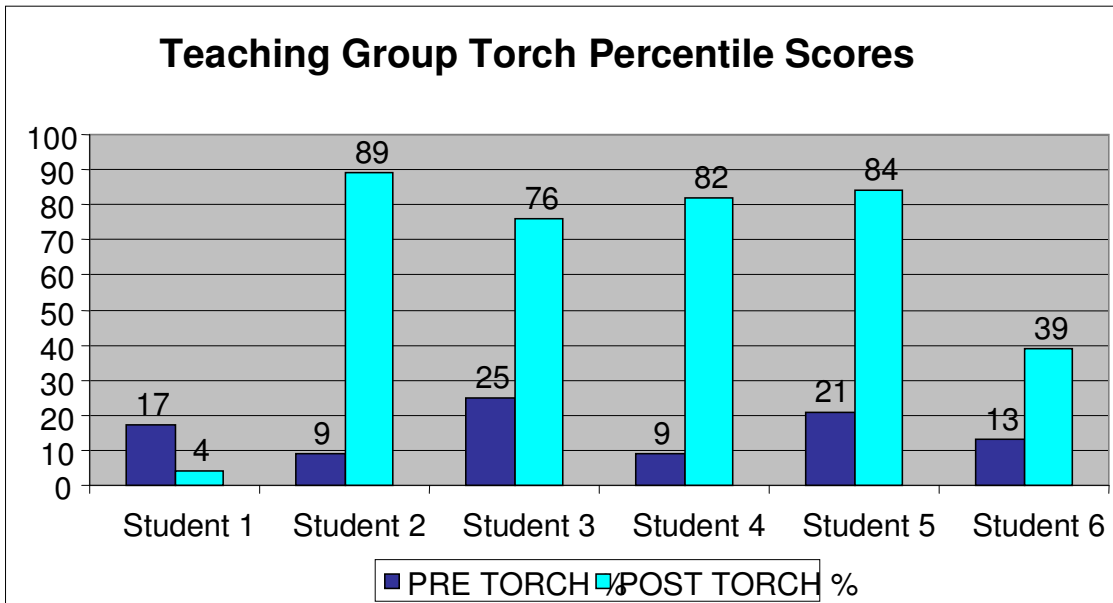


Figure 3 Graph re Pre & Post Torch percentiles teaching group

The post testing shows that all students exposed to the ten (10) paraphrasing lessons, aside from students one (1) and six (6), made significant gains in their percentile rating in the Torch Reading Test. Student 1 displayed a decrease in this result, this student was absent for six (6) lesson due to an overseas holiday. Student 6 demonstrated an increase in percentile ranking of twenty six (26) places. This student had irregular attendance during the teaching time due to illness. These results indicate that regular attendance at teaching sessions is a major factor on the impact of the learning taking place. Figure 3 demonstrates that all other students in the teaching group displayed significant gains in their Torch Reading Test Results. The range of percentile improvement for these remaining students was between fifty one (51) and eighty six (86) places. These results would remove these students from the ‘at risk’ category and they would be deemed to have appropriate levels of reading comprehension for their year level.

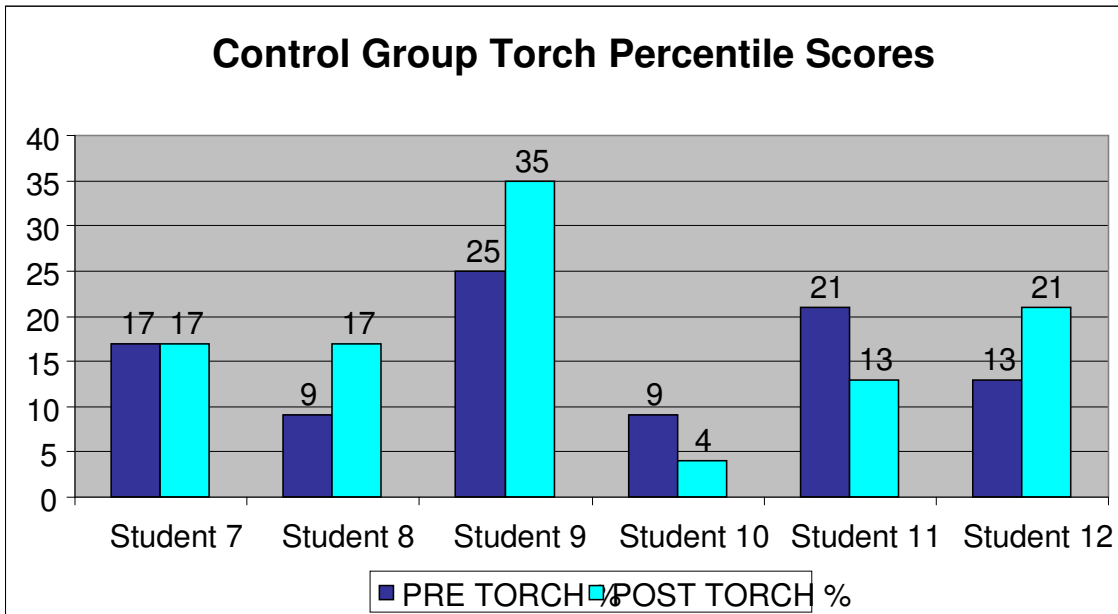


Figure 4 Graph re Pre& Post torch percentiles control group

The pre test Torch percentile rankings of the control group were similar to those of the teaching group. It is in the post score results (figure 4) that we can see that the students in this group did not show any significant improvement in reading comprehension. The range of improvement was between zero (0) and ten (10). Students eight (8), nine (9) and twelve (12) displayed minimal increase in results. Student seven (7) did not show any movement while students ten (10) and eleven (11) actually performed at a lower rate. Except for student nine (9) these students would all still be considered ‘at risk’ in reading comprehension for their year level. These students were not exposed to explicit teaching of paraphrasing.

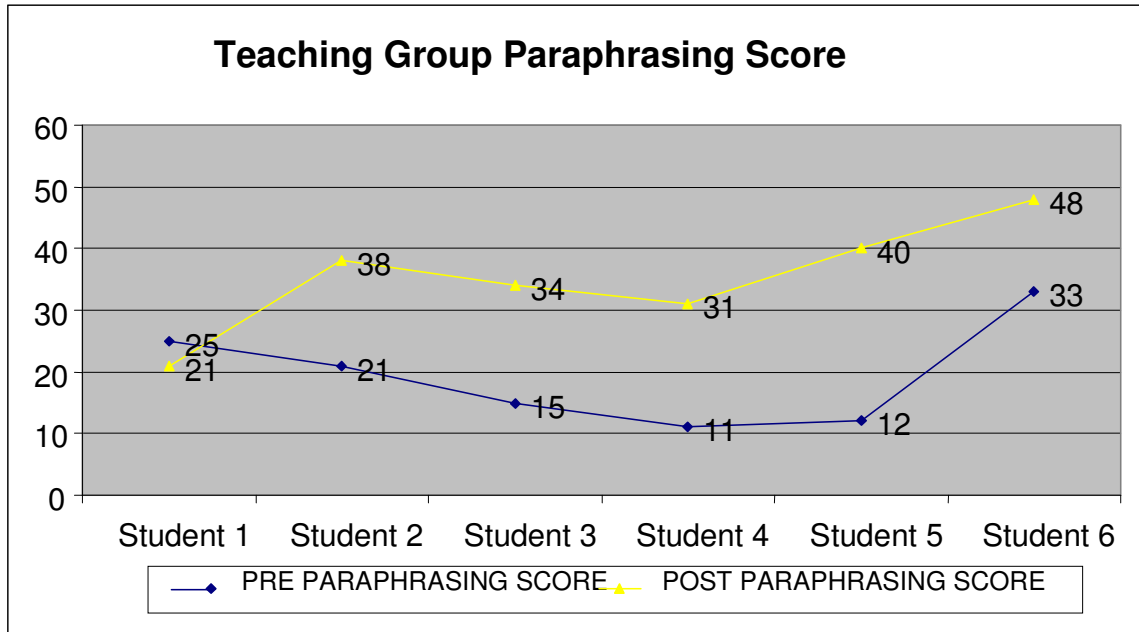


Figure 5 Graph re Pre & Post paraphrasing scores teaching group

The results recorded in figure 5 demonstrate that the students in the teaching group were able to improve their paraphrasing results markedly. Again we can see that student one (1) displayed a decrease in result but as stated previously this could be due to significant absenteeism. All students improved their scores by at least fifteen points (15) with student five (5) showing an improvement of twenty eight (28) points. These results appear to support the belief that explicit teaching of paraphrasing has a positive effect on student learning. Explicit instruction of a particular skill or strategy does have a positive effect on the way students engage in its use.

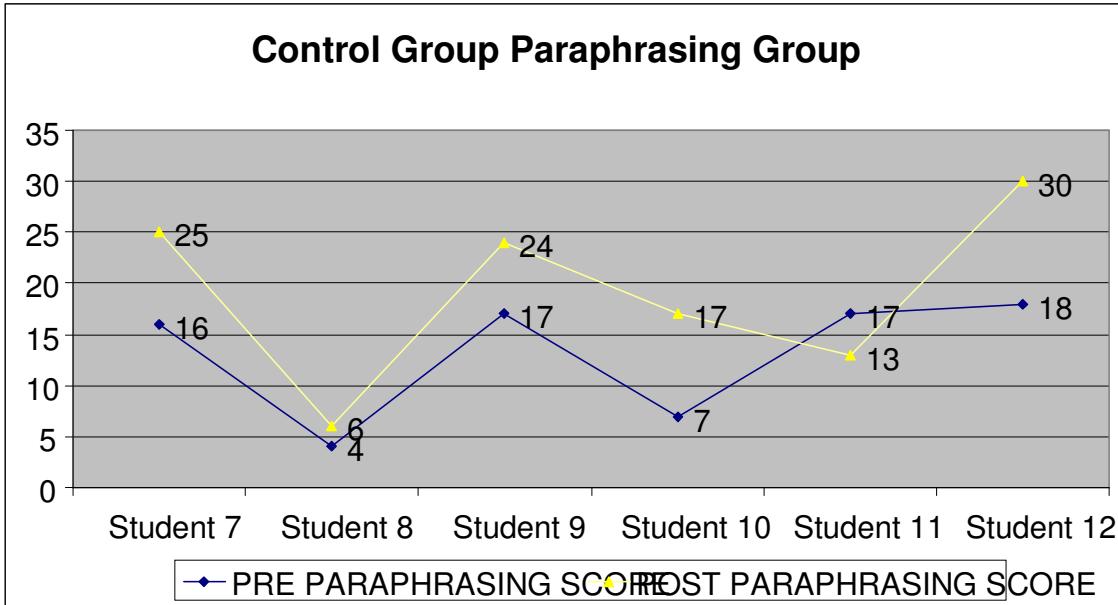


Figure 6 graph re Pre& Post paraphrasing scores control group

When we compare the paraphrasing test results achieved by the students in the control group we can see an improvement in most students although the gain is no more than twelve (12) points. Most students in this group were only able to improve their score by ten (10) points or less with one student scoring a negative result during the post testing procedure. These students were not engaged in explicit teaching of the paraphrasing skill.

The results from all the post testing indicates that the reading comprehension of the students and the use of paraphrasing in the teaching group, compared to those of the control group, improved markedly. This appears to indicate that the explicit teaching of paraphrasing had a significant impact on these results. The paraphrasing results from both groups showed improvement but it appears that it was the teaching group that was able to transfer the knowledge gained in the paraphrasing lessons to the reading comprehension task.

Discussion

The results gained from this study demonstrate a genuine support for the hypothesis that 'teaching paraphrasing to year three (3) and four (4) students exhibiting reading difficulties will lead to improved reading comprehension.' All results suggest that this teaching was effective for students that were present for all sessions. The students within the teaching group whose results did not show any significant improvement were absent from numerous sessions. This appears to indicate that regular and consistent school attendance is of crucial importance to student learning. The teacher was able to control the strategies being taught to assist students with their reading comprehension as well as the structures within which the teaching took place.

The students in the teaching group continued to improve in their use of paraphrasing as the lessons progressed and by the final lesson, were beginning to move towards independent use of the strategy. This was evident in both their oral and written responses. During the teaching sessions some interesting observations occurred. The students appeared to activate the use of other strategies aside from paraphrasing such as visualisation and the use of synonyms. Self talk also became clearly evident throughout the sessions. The use of these strategies could have been triggered by instructions given by the students' classroom teacher in either general teaching or the explicit teaching of the skills. There were many instances where the teacher and the students, when reading a sentence, were eliciting statements such as '*what does that look like, I need to get a picture in my head, I need to say this in my own words, what do I think that means*'. Initially these statements were spontaneous but it was soon realised that visualising the text assisted with paraphrasing and in turn, reading comprehension. This is supported by Dole, Duffy, Roehler & Pearson, (1991) as referred to in Munro, (2004), who state that reading comprehension is facilitated by the knowledge of reading strategies such as visualizing, predicting and inferring. Statements such as those mentioned above then became an integral part of every lesson. The strategy of 'self talk' particularly in relation to paraphrasing was explicitly demonstrated to the students and it was deemed essential that they be given many opportunities to practise it.

It was necessary for the teacher to consistently engage the students in talk that explained what paraphrasing was and why and when we could use it. Fisk & Hurst (2003) believe that when

introducing the concept of paraphrasing, it is vital for the teacher to engage the students in a discussion regarding the meaning and purpose of paraphrasing. This type of explanation continued throughout the lessons and even though by the final lesson some of the students were able to elicit this conversation without prompting, it would be necessary to revisit this process in future paraphrasing lessons.

The instruction and use of synonyms also became part of these daily lessons. During the second lesson the teacher noted that the students were exhibiting difficulty in verbalising other words to retell a sentence. A brainstorm of synonyms was undertaken and then the students began to show an increased level of understanding of paraphrasing both in oral and written forms.

It was then interesting to observe these students as opposed to those in the control group operate in other classroom literacy sessions where paraphrasing was not the focus. There were some instances where the students from the teaching group would use self talk about the strategies they needed to use in order to complete a given task. This is supported by Snowball (2006) who states that students who verbalise their learning regarding the strategies they are implementing to complete a given task when reading, perform better in comprehension tests. Many other researchers such as Harvey & Goudvis (2001) and Munro (2004) also note the importance of explicit instruction of reading strategies by the teacher, as well as the importance of students being able to make self instructional statements regarding their thinking about learning.

While attendance is seen as an influencing factor the other major factor contributing to the improved reading comprehension is the explicit and focused teaching of paraphrasing. Explicit and focused teaching is an integral component of our literacy program as is small group work. During most literacy sessions the class teacher would engage the whole class and focus their attention towards a particular skill or strategy. This would be followed by a small group session where a more explicit explanation of the skill or strategy, focused on those students' needs would occur. Therefore it is implied that the work carried out by this study could be again replicated within a classroom situation and that if paraphrasing was the strategy being taught then improvement in students' levels of reading comprehension could occur.

We have learnt from this study that it is essential that the students' levels of reading comprehension are clearly identified and then a strategic program implemented to address these needs. As stated by Katims & Harris (1997) a cognitively based paraphrasing strategy is effective in improving all students reading comprehension. To ensure this can occur the provision of specific lesson plans for the teacher to follow would be beneficial. Training sessions to improve the teacher's understanding of the strategy and the reasons for teaching it to the students would also be of assistance. Teachers would benefit from being engaged in mentoring programs where they can view explicit teaching taking place. A subsequent study in this field could be to investigate the level of reading comprehension improvement attained by a similar cohort of students following a similar teaching strategy but implemented by different teachers.

Another important element of each session appeared to be the type of feedback given by the teacher to the students in relation to their use of paraphrasing. As stated in Lee & Von Colln (2003) corrective feedback is essential to students' improved use of this strategy. Students need to be given explicit feedback so as they can engage in the appropriate and effective use of the strategy. This again could be further investigated by monitoring students' responses to varying types of feedback given during the teaching of paraphrasing.

This study highlighted that explicit teaching of paraphrasing over a period of ten (10) lessons improves students' reading comprehension. It would be of great interest to engage in further study that investigated this hypothesis over an extended period to ascertain if the results achieved in this study are sustainable. It would also be of benefit to research the effects of this program with students who are not considered to be 'at risk'.

This study has shown that explicit teaching of paraphrasing does impact positively on students' level of reading comprehension. The implications of this are that we need to explicitly teach strategies that will assist students' in comprehending texts, ensure teachers understand the need to teach strategies explicitly and to engage the students' in self talk to further embed their understanding and use of the strategy being taught.

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Appendix 1

Teaching Unit Paraphrasing

Grade Level: Grade three and four students

Lesson 1

Outcome: The students will identify the steps taken when paraphrasing at a sentence level. Allowing them to develop comprehension skills that will develop their understanding of a variety of text.

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

Text: Whole class:
Teaching group:

Each student in teaching group will be provided with a copy of the text.

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 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.

Explicit outcome: This should be recorded on a chart

- 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 and then use it when we read paragraphs.

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

This is a text about

Let's read the first paragraph aloud. I will read it first and then I'll ask some of you to take turns to read parts of it.

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

The teacher will then paraphrase each sentence changing as many words as you can 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:

Lets 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 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 the teaching group text.

Teacher model paraphrasing and then children take turns, sentence by sentence. Students needed to be regularly reminded about what they are doing.

What do you tell yourself to do when you paraphrase?

Once the group have paraphrased orally the students can have a go at writing their own paraphrase of each sentence.

Review the Action:

Now lets 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.

Lesson 2

In each of the sessions students apply the strategy of paraphrasing. The students review the steps involved, having extra practice in single sentences.

Teachers actively monitor progress and offer corrective feedback.

Students transfer the strategy to new texts.

Each of the three lessons will follow prescribed format in lesson 1.

Introduce each new text: discussing the topic

Lesson	Text	Teaching Group Student Activity
2	Whole Group: Teaching Group:	Write a paraphrased sentence in partner

The following need to be stressed in each lesson:

What do you do when you paraphrase a sentence?

How does paraphrasing help you?

Teachers remind student's of the nature of the task and have them review the action.

Adapted from John Munro Teaching a paraphrasing strategy 2006

Lesson 3

In each of the sessions students apply the strategy of paraphrasing. The students review the steps involved, having extra practice in single sentences.

Teachers actively monitor progress and offer corrective feedback.

Students transfer the strategy to new texts.

Each of the three lessons will follow prescribed format in lesson 1.

Introduce each new paragraph: discussing the topic

Lesson	Text	Teaching Group Student Activity
3	Whole Group: Teaching Group:	Students write their paraphrased sentence independently

The following need to be stressed in each lesson:

What do you do when you paraphrase a sentence?

How does paraphrasing help you?

Teachers remind student's of the nature of the task and have them review the action.

Lesson 4

In each of the sessions students apply the strategy of paraphrasing. The students review the steps involved, having extra practice in single sentences.

Teachers actively monitor progress and offer corrective feedback.

Students transfer the strategy to new texts.

Each of the three lessons will follow prescribed format in lesson 1.

Introduce each new text: discussing the topic

Lesson	Text	Teaching Group Student Activity
4	Whole Group: Teaching Group:	Students write their paraphrased sentence independently

The following need to be stressed in each lesson:

What do you do when you paraphrase a sentence?

How does paraphrasing help you?

Teachers remind student's of the nature of the task and have them review the action.

Lessons 5 to 9

In each of the sessions students apply the strategy of paraphrasing. The students review the steps involved, having extra practice in single sentences.

Teachers actively monitor progress and offer corrective feedback.

Students transfer the strategy to new texts.

Each of the three lessons will follow prescribed format in lesson 1.

Introduce each new text: discussing the topic

The following need to be stressed in each lesson:

What do you do when you paraphrase a sentence?

How does paraphrasing help you?

Teachers remind students of the nature of the task and have them review the action.

Adapted from John Munro Teaching a paraphrasing strategy 2006

Lesson	Variations in lessons
5	Read aloud each paragraph Paraphrase sentence by sentence In pairs write a paraphrase of each sentence
6	Read aloud each paragraph Paraphrase sentence by sentence Individual students write a paraphrase of each sentence
7	Read silently each paragraph Paraphrase sentence by sentence Individual students write a paraphrase of each sentence
8	Read silently each paragraph Paraphrase sentence by sentence Individual students write a paraphrase of each sentence
9	Read silently each paragraph Paraphrase each paragraph silently Individual students write a paraphrase of each sentence and share it

When paraphrasing sentences, students need to be reminded that it is not a summary. Students should paraphrase the sequence of events.

