

Abstract

The hypothesis of this study is that **teaching Year 1 and 2 students who are accurate text decoders but have comprehension difficulties to paraphrase increases their literal comprehension.**

In this study the children were taught to paraphrase mainly in a small group situation using both shared texts and individual texts. The teacher modeled the strategy and revised the method at the beginning of each lesson and the children paraphrased orally. A chart showing the steps was available as a prompt to the children.

The study compared the paraphrasing and literal comprehension pre and post test results of a control group and intervention group. There were 8 children in each group of similar chronological and reading age. Children in both the control group and the intervention group were accurate text decoders but all had poor comprehension skills.

Results showed an increase in paraphrasing and comprehension skills of the intervention group, with their paraphrasing skills increasing at a much higher rate than the control group and their comprehension scores increasing only slightly more than the control group.

Overall, the results suggest that teaching children to paraphrase orally will increase their literal comprehension skills.

Introduction

Many students in grades one and two who can decode texts at an age appropriate reading accuracy level have difficulty with comprehension. “Barking at the print” is the expression that many teachers use to describe this. These students read fluently and often quickly and without much expression. When asked questions about the text they have read or when asked to retell what they have read they have difficulty doing this. This becomes a problem for the children when they enter Year Three where the emphasis changes from ‘learning to read’ to ‘reading to learn’ and so teachers in year one and two need to equip the children with comprehension strategies to help overcome this problem.

Katims and Harris (1997) suggest that one such tool is the paraphrasing strategy. They see paraphrasing as part of a strategy oriented approach to teaching. This approach focuses on the cognitive (what is going on in a person’s head) and the behavioural (what the person actually does). This reinforces the belief held by many teachers and researchers that “reading is a strategic process that requires students to actively construct meaning from a text” (Katim and Harris, 1997). They mention two studies by Schumaker, Denton and Deshler (1984) and Ellis and Graves (1990) where results showed that teaching children the paraphrasing strategy significantly increased the reading comprehension of students. In their own study Katim and Harris used the paraphrasing strategy set out by Schumaker, Denton and Deshler (1984) where an acronym was used to teach children with and without learning disabilities to use paraphrasing. Their findings demonstrated that the teaching of paraphrasing as a cognitive strategy significantly improved the children’s reading comprehension. (Katim and Harris, 1997)

In another study by Hellekson and Feitler (1994) the teacher in the study used paraphrasing for clarification when she was trying to understand a child's response to a question. The study group children were taught paraphrasing skills for reading and a control group was not taught these skills. The paraphrasing group was able to perform better on comprehension tests, they self-corrected errors in reading, and they performed better on cloze tasks. The control group was more concerned with decoding skills and

were less likely to use two or more reading strategies to bring meaning to text. The study showed that paraphrasing allows students to explain their reasoning. Paraphrasing was also described as an active listening skill, so children learn to attend to strategies used in reading. (Hellekson and Feitler, 1994).

It is understood that the students chosen to participate in this study have been specifically taught decoding strategies and are able to articulate the strategies that they are using to read accurately. However, much of the teaching has been focused on the word level of the reading process and comprehension levels suggest that they have not been given any 'tools' in this area. Desler and Lenz (1989) as cited in Katims and Harris,1997) state that "instruction in strategies should be viewed by teachers and students as a vehicle for enabling students to better acquire, store, and express the information required in the general education classroom" (Deshler &Lenz, 1989)

This study aims to extend the research discussed above by using similar methods to teach children in grades one and two to paraphrase. Fisk and Hurst (2003) in introducing their research project on paraphrasing noted that "one of the reasons paraphrasing for comprehension works so well is because it integrates all modes of communication – reading, writing, listening and speaking – which leads to a deeper understanding of the text." (Pg 182). This will assist students to develop their literal understanding of the texts that they are reading. At present the children are efficient text decoders with age appropriate or above reading accuracy levels but they are experiencing difficulties with literal comprehension. In the past the children's literacy lessons have focused on decoding and very little time has been spent on specific comprehension strategies. With this in mind, the investigation focuses on literal comprehension only and is limited to non-fiction texts.

The prediction is that by teaching the children specific strategies for paraphrasing and by giving them practice at doing so in the lessons, they will apply this knowledge when they are reading information texts independently and have a clearer understanding of the content of the text they are reading.

Paraphrasing is a tool that children can use at all levels of their education from primary, through to high school and at university level. It is especially useful for dealing with texts that may be more difficult for children to understand and hence the importance of adding it to children's comprehension repertoire before they head off to Year 3 where the content of the texts will be more challenging and where new content may be introduced at a faster pace than they have been accustomed to in junior primary.

METHOD

Design

The study uses a case OXO design. Following explicit teaching of paraphrasing skills, gains in literal comprehension and paraphrasing ability are monitored for grade 1 and 2 children reading at a PM Benchmark level 28 who have experienced difficulty with literal comprehension. The study compares a control group and an intervention group.

Participants

The participants were all chosen from two year 1/2 composite classes and attend a primary school where literacy levels are slightly higher than like schools. Students were chosen based on their PM Benchmark level. These levels were obtained as part of the Observation Survey (Clay, 2002) done at the beginning of the current school year on all children in year 1 and 2. They were tested on accuracy only. There was no comprehension test performed as part of the Observation Survey and so this could not be used as a formal selection criteria for matching up students in the control and intervention groups however, the classroom teacher of both the control group and the intervention group identified them as students who could decode text at level 28 but who displayed difficulty with literal comprehension during small group focus teaching and who would benefit from being taught a specific comprehension strategy such as paraphrasing. Children were also matched using their chronological age and grade level. Their Burt scores from testing done at the beginning of the school year were also taken into consideration and used to match children where possible. As can be seen in Table 1 it was not possible to get a very close match for all children. All children are of similar socio-economic background and none are of ESL background. Details of these selection criteria can be seen in Table 1.

STUDENTS		OBSERVATION SURVEY TEST RESULTS Beg school year 07			
INTERVENTION GROUP	Year Level	Chronological Age 1/03/07	Burt Raw	Reading Age (Burt)	Reading at Inst or Easy Level
STUDENT 1	2	7 yrs 8 m	60	9.06-10.00	28
STUDENT 2	1	6 yrs 10 m	49	8.03-8.09	28
STUDENT 3	1	6 yrs 11 m	55	8.10-9.04	28
STUDENT 4	2	7 yrs 2m	42	7.08-8.02	28
STUDENT 5	2	7 yrs 8 m	65	10.02-10.08	28
STUDENT 6	2	7 yrs 6m	37	7.03-7.09	28
STUDENT 7	2	7 yrs 7 m	56	8.11-9.05	28
STUDENT 8	2	7 yrs 5 m	58	9.02-9.08	28
CONTROL GROUP		Chronological Age 1/03/07	Burt		Text Level
CONTROL 1	2	7 yrs 5 m	55	8.10-9.04	28
CONTROL 2	1	6 yrs 9 m	40	7.06-8.00	28
CONTROL 3	1	6 yrs 8 m	59	9.04-9.10	28
CONTROL 4	2	7 yrs 1 m	55	8.10-9.04	28
CONTROL 5	2	7 yrs 5 m	62	9.09-10.03	28
CONTROL 6	2	7 yrs 3 m	64	10.00-10.06	28
CONTROL 7	2	7 yrs 4 m	63	9.11-10.05	28
CONTROL 8	2	7 yrs 1m	53	8.08-9.02	28

Table 1 Characteristics of Intervention and Control Groups

Materials

Two tests were used for the pre and post testing. (Appendix 1)

It was discovered that there are few comprehension tests available for Year One children and as the group involved both Year One and Year Two children a PM Benchmark level 28 entitled “Mt Saint Helens Blows its Top” was used in the Pre-test and Post Test. This measures reading accuracy level as well as comprehension.

However, it was felt that the comprehension questions provided were limiting and so for the purpose of the study a number of questions were added and the inferential questions were deleted so that a total of 10 literal comprehension questions were available.

A modified version of John Munro's (2005) Paraphrasing task was used for the pre and post testing of paraphrasing. (Appendix 1) It was decided that the test needed to be administered individually to allow children to paraphrase orally to avoid paraphrasing ability to be hindered by their fine motor and/or spelling ability. The number of items was reduced to 10 and the complexity of the sentences was altered to suit a Year 1/2 level. The test was made very prescriptive to ensure consistency.

For the teaching sessions John Munro's Paraphrasing Teaching Plans (2006) were modified to suit the needs of a Year 1/2 Group. (Appendix 2). Two non-fiction texts were used in the sessions. It was decided to use non-fiction texts in keeping with the non-fiction PM Benchmark text used for pre and post testing. A Fry Readability was used to determine the appropriate level of the texts.

Procedure

The pre testing was administered in the two weeks before the teaching sessions began. It was decided that a paraphrasing test and a comprehension test were necessary to assess the correlation between the two and to monitor changes in comprehension in comparison to paraphrasing. Children were tested firstly on their reading accuracy and comprehension using the modified PM Benchmark as set out above. As the study is targeting literal comprehension the test was modified to include only literal comprehension questions. In the following week children were tested on the paraphrasing skills using the modified test mentioned above. Children in the control group and the teaching group were tested by the same tester and within the same period.

In the week following the Paraphrasing teaching lessons began. The intention was to teach the lessons to the whole grade with data collected on the teaching group and specifically targeting the teaching group during the lessons. The teacher of the grade that had the control group was asked not to teach paraphrasing during this period.

Ten half hour lessons were scheduled on consecutive days wherever possible and taking place in the two hour literacy block in the mornings as this allowed for least interruptions.

After conducting the first two lessons with the whole grade it was decided to change the format to teaching the target group only and setting the other children in the grade to task on their independent literacy activities. The grade consists of 26 children, two of which are on integrated funding and five others with behaviour and/or learning issues. Changing from a whole class session to teaching the target children only allowed the class to maintain the normal routine of the daily literacy block in which they are well trained and allowed the teacher to pull out the target group as she would normally do with a focus group. This suited the needs of the children in the grade who don't cope well with change of routine and utilized the presence of the teacher's aide and parent helpers allowing the teacher to conduct the paraphrasing lessons in a focused and uninterrupted manner. Therefore, two of the ten lessons were taught to the whole grade and the remaining eight to the target group only.

The first two lessons were conducted with the text *Green Turtles* (Pyers, 2002) using a shared text (big book) and paraphrasing sentence by sentence. In lessons three and four children were given individual copies of text and paraphrased sentence by sentence. The next two lessons used a shared book (big book) and paraphrasing was done a paragraph at a time. In lesson 7 the text was changed to *What are Whales* (Vranes, 1998)) with two lessons sentence by sentence and the final two lessons paragraph by paragraph. This design was aimed to scaffold the children through the learning process with the teacher demonstrating first each time. Children articulated the steps involved at the beginning and end of each session and a chart was kept in the room as a visual reminder and children were directed to refer to it often.

Following the final teaching session, the children in the target group and the control group were post tested by the same tester using the same PM Benchmark comprehension test and paraphrasing test that was used in the pre test. This must be taken into

consideration when looking at the results – the texts in the pre test were unseen and the post test were seen. This could have a positive effect on the post test results.

RESULTS

The results support the hypothesis that teaching Grade 1 and 2 children to paraphrase will improve literal comprehension. The results show a positive gain in reading accuracy, comprehension and paraphrasing as shown in Appendix 3, Table 2.

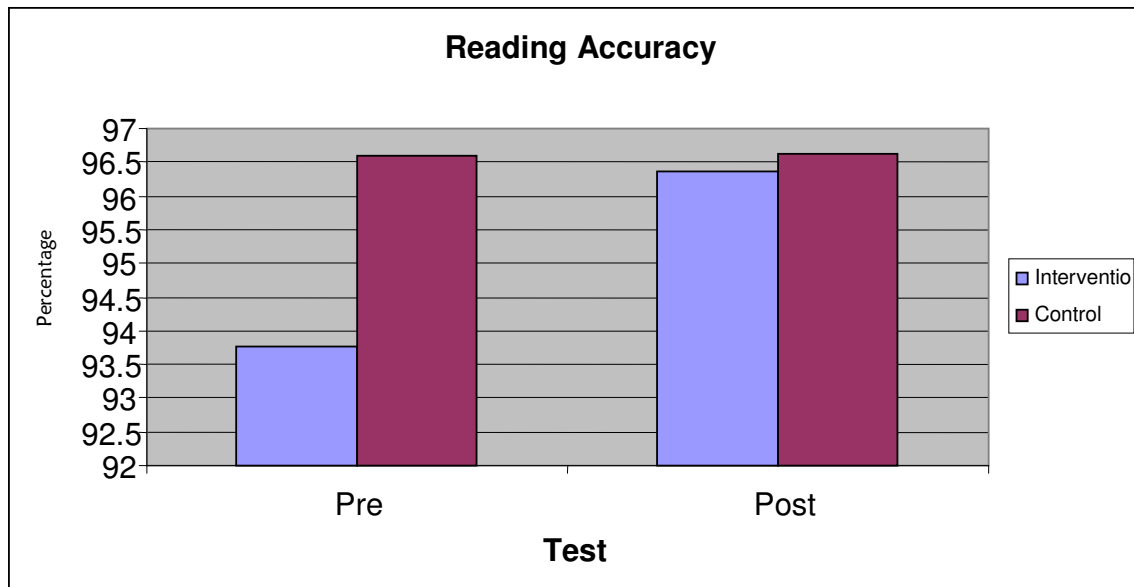


Figure 1 AVERAGE READING ACCURACY SCORES

Figure 1 shows that the average reading accuracy of the Intervention group increased from 93.75 to 96.37. It could be said that this would be the normal increase over time for reading accuracy. However, it is interesting to note that the control group had no significant increase in the reading accuracy over the same period of time. It would be fair to say that the teaching unit did have a positive effect on the reading accuracy of the intervention group. It needs to be remembered that most children were reading level 28 at a high accuracy rate already and so there was not a great deal of room for improvement in this area anyway. The results of one student were particularly significant and will be discussed later.

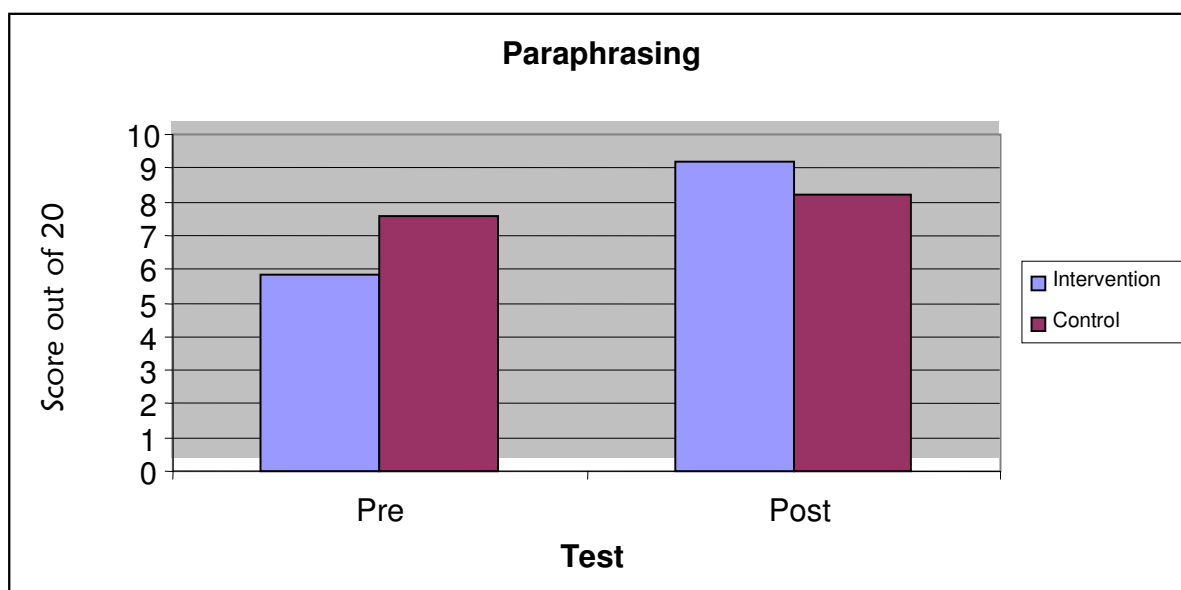


Figure 2 AVERAGE PARAPHRASING SCORES

Figure 2 shows an improvement in the paraphrasing scores of the intervention group while the control group scores have increased only slightly. While the control group came into the study with higher scores in the pre test the results of the intervention group are higher in the post test scores. It would be reasonable to conclude that the teaching unit had a positive effect on the paraphrasing abilities of the intervention group.

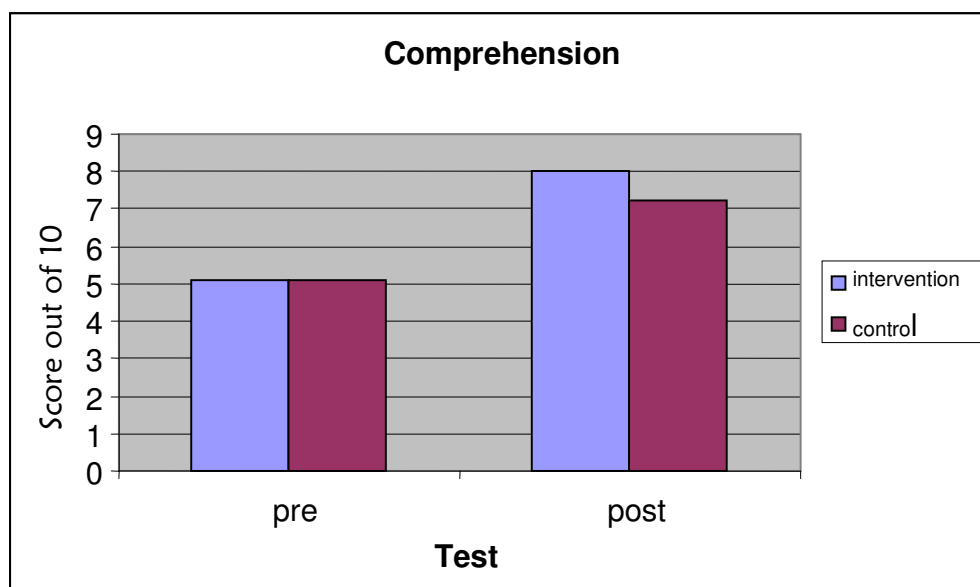


Figure 3 AVERAGE COMPREHENSION SCORES

Figure 3 indicates that both the control group and the intervention group went into the study with the same comprehension levels. Both groups had an increase in their literal comprehension scores with the intervention group scoring higher than the control group. The same text and questions were used in the pre and post tests which could account for the increase in comprehension of both groups (seen/unseen texts). Although the control group did increase slightly more than the intervention group the difference is not as significant as the paraphrasing test results.

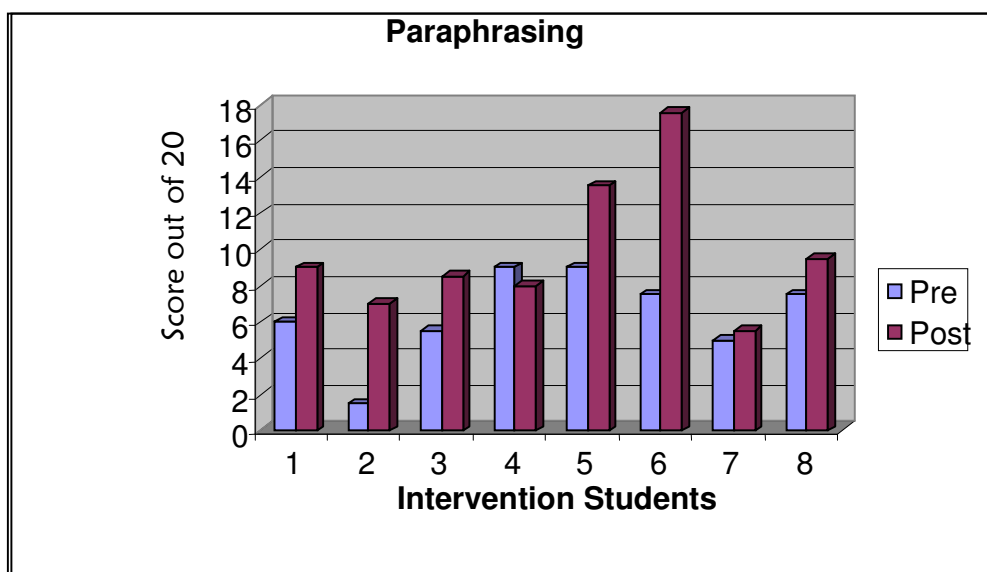


Figure 4 Individual Paraphrasing Scores Intervention

Figure 4 shows that the teaching unit improved the intervention students paraphrasing scores. All students had a positive gain except for student 4 whose score went down. Students 2 and 6 had the most positive outcome with both of these students more than doubling their scores.

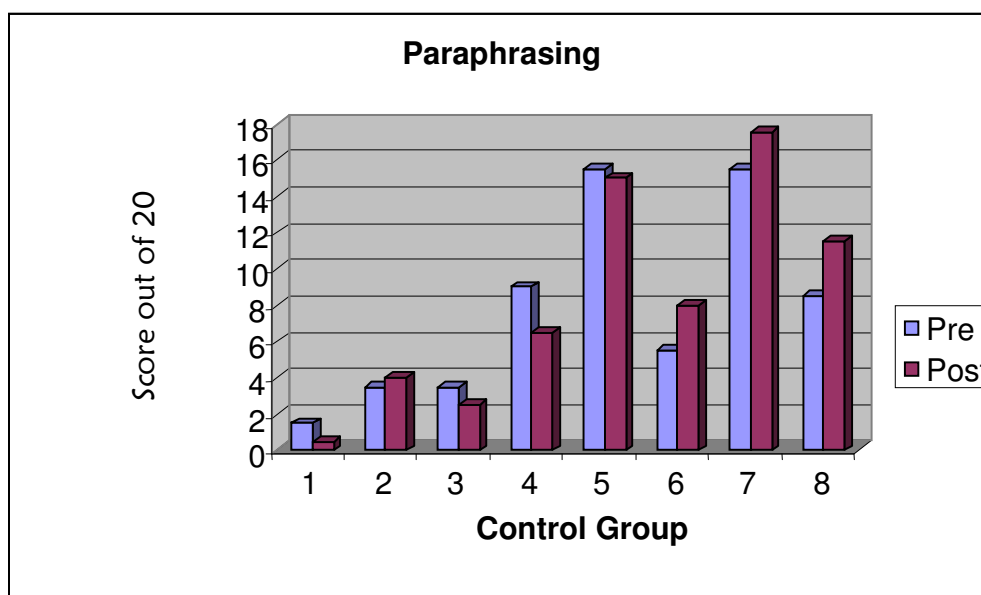


Figure 5 Individual Paraphrasing Scores Control

Figure 5 shows that the scores of control students 1, 3, 4 and 5 went down in the post test. Students 2, 6, 7 and 8 had positive gains but only small gains. In summary the control groups paraphrasing skills went down or did not change significantly during the study period although some of the students already achieved high results in the pre test.

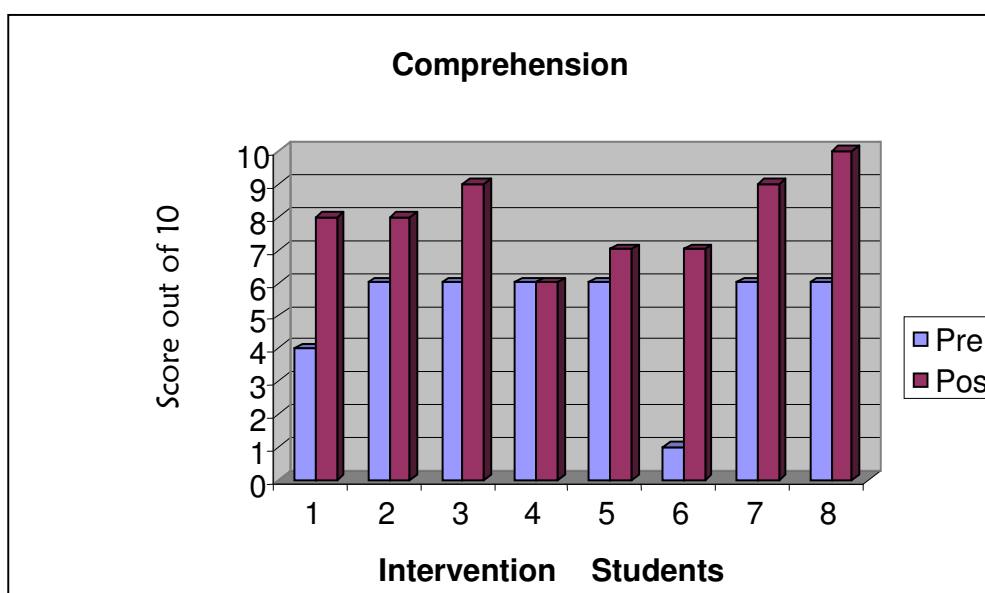


Figure 6 Individual Comprehension Scores Intervention

Figure 4 shows that most children had a positive gain in their comprehension scores. Given the fact that all children gained a positive result in the paraphrasing result it can be concluded that these figures support the hypothesis that teaching year 1 and 2 children paraphrasing will improve their literal comprehension. It is noted that Student 4 did not gain any ground. Following the teaching unit student 4 was found to have auditory processing problems (testing was done outside school). It was found that he has troubling hearing vowel sounds in words and deciphering initial blends. He also finds it difficult to work with background noise. This was not known at the beginning of the teaching unit and in hindsight this would have affected his learning outcomes. There was a large oral component to the teaching unit and the lessons took place in the classroom. Although the other children in the grade were occupied with other activities there was definitely background noise and this would have made the sessions difficult for him. Student 6 had a significant increase and will be looked at more closely.

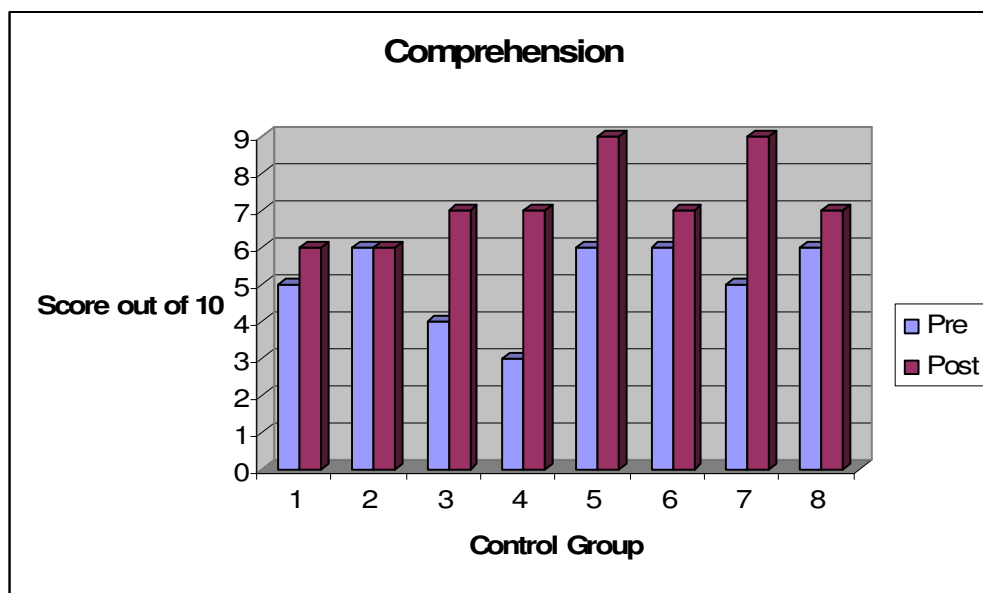


Figure 7 Comprehension Scores Control

Figure 7 shows that the control group also gained positively during the study. It must be taken into account that the same text was used in the pre and post test which could account for the children's gain in comprehension (seen versus unseen text).

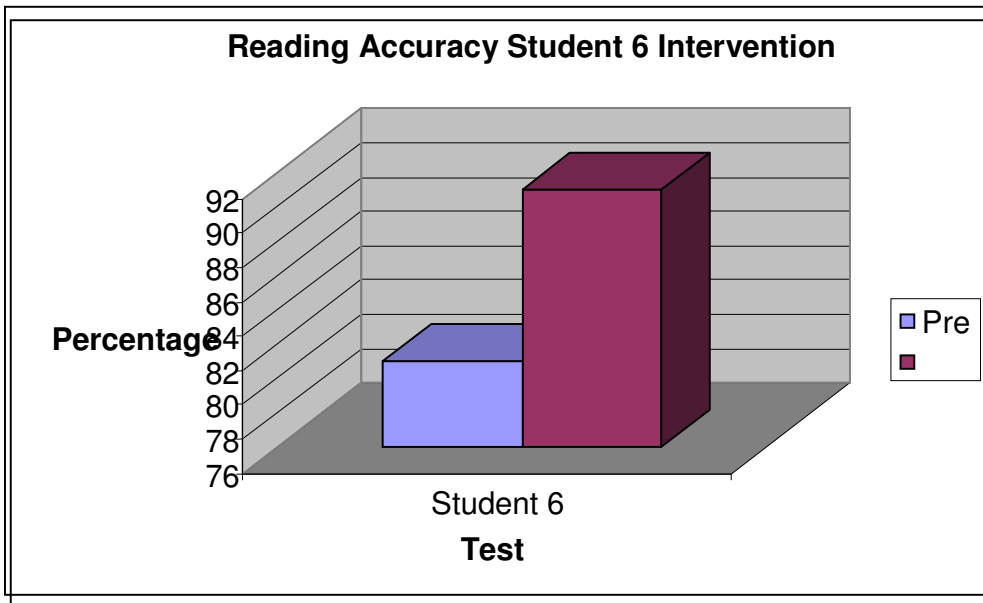


Figure 8 Student 6 Intervention Reading Accuracy Scores

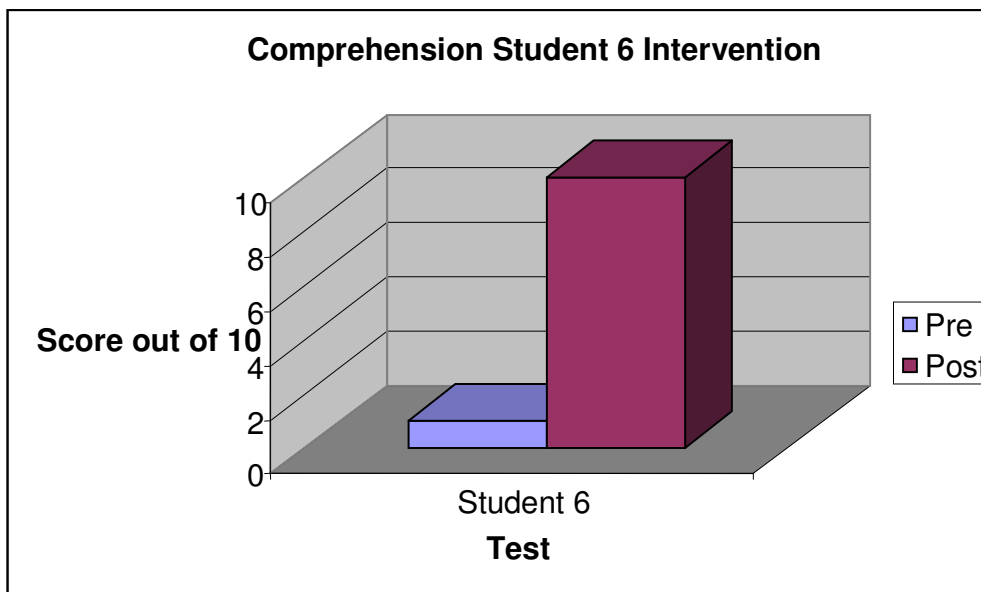


Figure 9 Student 6 Intervention Comprehension Scores

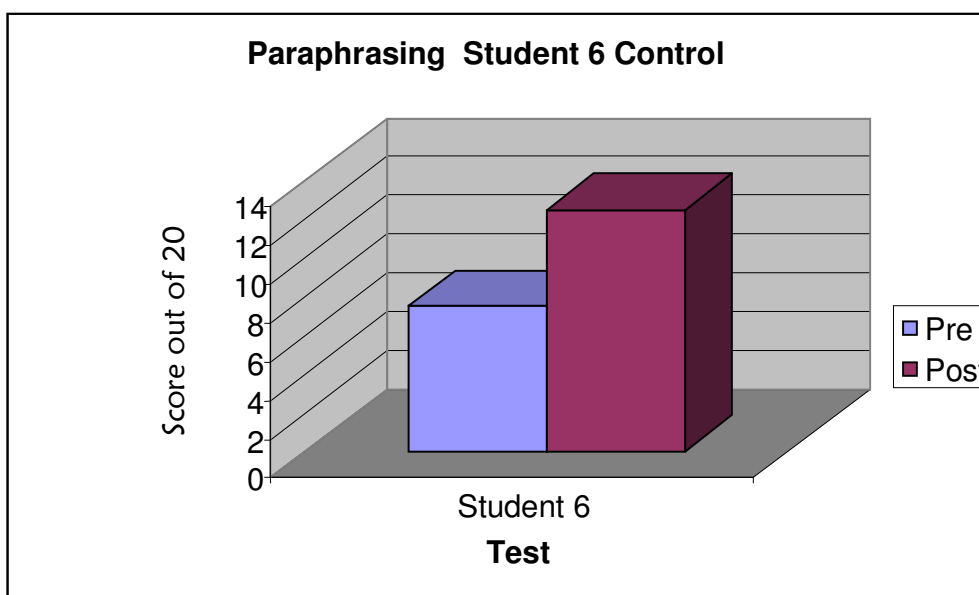
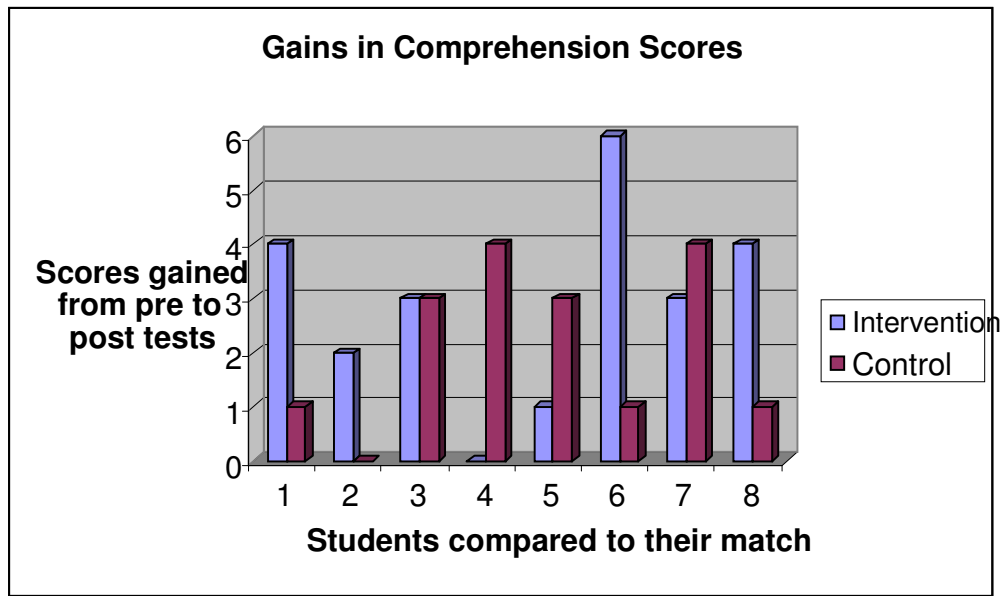


Figure 10 Student 6 Control Paraphrasing Scores

Figures 8, 9 and 10 show the pre and post test results of Student 6 in the intervention group. Student 6 had an Observation Survey (Clay, 2002) PM Benchmark score of 28 for Reading Accuracy thus fulfilling the criteria for selection in the study. However, when her Reading Accuracy for the pre test was completed she only had an accuracy rate of 81% which indicated that Level 28 was a “*hard*” text for her. It is not known whether her accuracy rate decreased after the Observation Survey or the test was incorrectly scored and/or administered. Student 6 was kept in the study due to practical reasons. In the first two lessons she was quiet and did not contribute without prompting. In lesson 3 however, she gained confidence and contributed willingly with successful oral paraphrasing. She took a real interest in paraphrasing and brought to school written paraphrasing that she had done at home using books from her personal library. Her post test results show a significant increase in all three areas. Her Reading Accuracy went from 81% to 91%, her paraphrasing score increased from 7.5 to 12.5 and most significantly her comprehension score increased from 1 to 7. The results for this student strongly support the hypothesis. Although self-efficacy is not part of this particular study it is interesting to note that this may have played a part in the positive results for Student 6. By being included in the lessons with the intervention group who she perceives as ‘good readers’ she concluded that the teacher perceived her as a ‘good reader’ and with this belief her

confidence increased. This increase in confidence, along with the more able role models in the group and also the small group attention in the teaching unit along with the fact that the tool of paraphrasing was made available to her had a positive effect on both her literal comprehension and reading accuracy.



**Figure 11 Gains in comprehension scores from pre to post test
For Intervention and Control Groups.**

Because the comprehension results were slightly erratic the table above proved more useful than looking at averages. A few individual scores affected the averages. Student 4 made no gain in his comprehension and this may be due to his auditory problems as discussed earlier. Intervention Student 5 only gained one point from pre to post. This is difficult to explain as he contributed well to all lessons and made gains in his paraphrasing scores. Intervention Student 7 made a healthy gain but it should be noted that Control student 7 made a greater gain. This could be due to many variables beyond the control of the researcher but it should not discount the gain made by Intervention student 7.

DISCUSSION

In reflecting on the results of this study there is support for the hypothesis. The majority of the group showed improvement in all three areas of the testing - reading accuracy, paraphrasing and comprehension showing support for the hypothesis. With an increase in paraphrasing skills came an increase in literal comprehension skills. However, the post test comprehension averages of the intervention group were only slightly higher than the control group. It was necessary to look individually at each comprehension score and compare individually control and intervention students' comprehension gains due to the erratic nature of the post test scores. This was addressed in Figure 11.

The results of intervention students 1, 2, 3, 6, 7, and 8 in both the paraphrasing and comprehension lend support to studies done by Katims and Harris (1997) Schumaker, Denton and Deshler (1984) and Ellis and Graves (1990) who all suggest that teaching children the paraphrasing strategy significantly increased the reading comprehension of students. Intervention student 6 showed a significant gain in all three areas of reading accuracy, comprehension and paraphrasing.

Before each of the post tests for reading accuracy and comprehension children were reminded that they could try and remember what they had learnt about paraphrasing and use it to help them in their understanding of the text. However, as students had been taught to paraphrase sentence by sentence and then paragraph by paragraph as a way of scaffolding their learning, they had yet to reach the next step - where they are taught to read a whole text independently and to paraphrase along the way. The nature of the comprehension post test, in hindsight did not suit the content of the teaching unit. Children were asked to read aloud as a running record was taken. This did not allow the children to paraphrase along the way as it allowed no pause for this to happen. The comprehension questions were asked immediately following this forcing children to paraphrase the whole text at the end. This is not the way they had been paraphrasing in the course of the teaching unit. Children were taught the skill of paraphrasing but they also need to be taught to apply the skill as they are reading a whole text independently without the teacher stopping them at certain points to paraphrase.

There are a number of other factors that can be considered in hindsight. Hurst (2003) notes the importance of discussing the meaning of the concept of paraphrasing when introducing the concept to the children. On reflection, this could have been dealt with more clearly in the introductory lesson by looking up a variety of dictionary meanings with the children to reinforce the notion that – “paraphrasing is not intended to be a word-for word translation but rather a genuine re-writing concentrating on main ideas and supporting evidence in the children’s own words.” (Fisk and Hurst, 2003 p 183)

During each lesson a chart was used reminding the children of the three steps involved in paraphrasing (See Appendix 2). Katims and Harris (1997) discuss the use of the following acronym as a metacognitive technique:

RAP

1. Read a paragraph
2. Ask yourself some questions
3. Put the main ideas into your own words

They state that “Acronyms are taught to students in order to trigger or activate their inner, cognitive dialogues and to have them think about and actively apply the steps in a particular strategy” (p118). This would have been an effective tool and would have enhanced the teaching unit. Also, as Katims and Harris (1997) suggest it helps to remind children to keep using the strategy – to keep ‘rapping’ or talking to themselves as a way of improving their reading comprehension. This would be a natural progression for the intervention children now and might help to lead them to more independent paraphrasing.

It should be noted that the teaching unit was modified in two ways throughout the course of the study. Firstly, as mentioned it was found that the whole class session was detrimental to the research and so modifications were made to allow for a small teaching group only. This has implications for classroom teaching practice. It can safely be concluded that the skill of paraphrasing is more effectively taught to year one and two

children in a small focus group situation. The teaching unit was not as effective with a whole grade. The students in the small focus group were of similar reading accuracy levels. The range of abilities in the whole grade scenario hampered the quality of the lessons.

The results of the investigation have many implications for future teaching. Firstly, that paraphrasing is an effective tool for comprehension and should be taught explicitly to year one and two children. Secondly, the intervention group would benefit from a similar teaching unit where they could write their paraphrasing responses to allow them to integrate all modes of communication – reading, writing, listening and speaking as the teaching unit in this investigation did not incorporate the writing component. Vacca and Vacca (1999) as cited in Fisk and Hurst (2003) stated “ Students who experience the integration of writing and reading are likely to learn more content, understand it better, and remember it longer.” These students will also be ready to work on inferential comprehension.

The other important implication is in relation to Intervention student 6. This student began at lower reading accuracy rate than the other students and she had the most success in both the paraphrasing and the comprehension post test scores. Along with this she had a significant increase in her reading accuracy score and with this came an increase in her self-efficacy. It would be interesting to do a similar study with children of lower reading accuracy levels and monitor their comprehension and also to monitor the effect on their reading accuracy levels. The ongoing use of paraphrasing by the intervention group needs to be encouraged and monitored and the classroom teacher should include regular paraphrasing lessons as part of her Literacy Block and add the ‘RAP’ acronym to the children’s knowledge to encourage ongoing use of paraphrasing.

APPENDIX 1

Pre and PostTest Comprehension

PM Benchmark Level 28 Text : “Mount St. Helen’s Blows its Top”

Analysis of the Retelling:

(meaning, main ideas, coherence, vocabulary, reference to text)

Questions to check for understanding of Literal Comprehension:

1. What happened before Mount Saint Helens Erupted?

2. What did the volcano look like after it exploded?

3. Why were the towns in Washington State in near darkness?

4. How many people lost their lives?

5. How many miles away could people hear the great roar?

6. What time did Mount Saint Helen’s erupt?

7. How many earthquakes were there?

8. What was left after the north side of the volcano had blown away?

9. What were the helicopters doing?

10. Where was Harry Truman’s cabin?

Reading level

Accuracy Level: _____ = 1: _____ = _____ %

Reading Level (accuracy): Easy/Instructional/Hard

Comprehension Level

Number of Literal Comprehension Questions Correct: _____ /10

% of Literal Comprehension Questions: _____

Pre and Post Test Paraphrasing

Year 1/ 2 Individual Paraphrasing Test:

1. Introduce the Test.

- Say:

I am going to read you some sentences and I am going to ask you to try putting them into your own words. I want you to try and change as many words as you can.

- Say:

I will do some for you first to show you what to do.

- Point to the first sentence on the practice sheet and say:

Read the sentence silently as I read it aloud to you.

- Read the sentence aloud to the child :

A toy maker went to live in another city

- Say:

Another way I could say this is: "This person who makes toys moved to a new town."

- Say:

I changed "A toy maker" to "this person who makes toys."

I changed went to live in another city to "moved to a new town" (point to the words)

2. Continue Demonstration

- Say:

We will do another practice sentence together. Read the sentence silently as I read it aloud to you.

- Read the sentence aloud to the child.:

He wanted to find a place to live.

- Say:

Another way I could say this is: " He needed to get a house to stay".

3. Child Practices

- Say:

Now you have a practice with the next sentence. Read the sentence silently as I read it aloud to you.

- Read the sentence aloud to the child.:

He needs to get to know the city

- Say:

Now can you read the sentence out loud.

(child reads the sentence aloud)

- Say:

Now have a go at saying it another way. Change as many words as you can.

(Record student's attempts)

4. Child Practices

- Say:

Now you have a go at the last practice sentence. Read the sentence silently as I read it aloud to you.

- Read the sentence aloud to the child.:

After he bought a map he looked for a bus.

- Say:

Now can you read the sentence out loud.

(child reads the sentence aloud)

- Say:

Now have a go at saying it another way. Change as many words as you can.

(Record student's attempts)

- Say:

Now that you have had a practice we will begin. Are you ready?

Begin the Paraphrasing Task.

Paraphrasing Task - Practice Items

Name: _____ Date: _____

Sentence read	Teacher's attempt
1. A toy maker went to live in another city	This person who makes toys moved to a new town.
2. He wanted to find a place to live.	He needed to get a house to stay.

Sentence Read	Child's attempt
3. He needs to get to know the city.	
4. After he bought a map he looked for a bus.	

Paraphrasing Task - Recording Sheet

Name: _____ Date: _____

Ask the student to **listen to you read** each sentence **while they read the text to themselves** and then **read it aloud themselves** and then say it another way.

Sentence	Student's attempt
The young man and his friend rode on the bike.	
They were enjoying themselves.	
The birds were singing in the trees.	
The two friends chatted.	
They were supposed to watch where they were going.	
The track became narrow and twisted.	
The two children weren't smiling and chatting any longer.	
All of a sudden the path went around a sharp curve.	
Ahead they see in the middle of the path, a huge stone.	
There is a loud bang as the front wheel hits the huge stone.	

Adapted from Munro 2005

APPENDIX 2

Teaching Unit – Lesson Outlines

Session 1 – Whole Grade

I am going to teach you something that you can do that will help you to remember what you read. It is called Paraphrasing. This is what you do. After you have read each sentence, you say it in your own words. We will begin doing this with sentences and then with paragraphs. The first text we will read is an information text about turtles.

I will read it aloud first and then I will ask you to read it with me.

Once the first paragraph has been read twice, read each sentence in the first paragraph again. Teacher reads the sentence. Paraphrase it by changing as many words as possible.

Green turtles are reptiles	Green turtles are reptiles
They have scales, they lay eggs and they depend on the surrounding water to keep warm.	Green turtles have scales and lay eggs and they keep warm by using the water around them.
This is why green turtles live mainly in tropical seas, where the water is warm	Therefore, green turtles mostly live in tropical seas because the water is warm.

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?

Now I will read the next paragraph to you and then we will read it together.

Read paragraph entitled “A Mysterious Life at Sea”

Now we will read sentence by sentence. Then I will try saying it another way and then I will ask you to try another sentence. I will write down what you say and then what you say.

Sentence read	Teacher paraphrases	Student Paraphrases
Green turtles spend most of their long lives in the sea.	Most of the green turtles life is spent at sea.	
They stay under the water for most of the time, but they must come to the surface to breathe.		
Much of the lives of green turtles is a mystery because they live out of sight, below the waves		
But every year thousands of female green turtles return to the land to lay their eggs.		

Let's write down together the steps we used to paraphrase. Who can tell me Step 1 etc..

- 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.**(Write up on chart to be used in future sessions)

Session Two – Whole Grade

Text – The Green Turtle (pg 6&7) - Whole Grade.

Teacher reviews what students remember about paraphrasing from session 1.

- *What do you do when you paraphrase a sentence?*
- *How does paraphrasing help you?*

Now let's have another look at the chart we wrote yesterday.

Re-read the chart with the children.

We will begin doing this with sentences and then with paragraphs. We will continue to read our information text about turtles.

I will read it aloud first and then I will ask you to read it with me.

Once the first paragraph has been read twice, read each sentence in the first paragraph again. Teacher reads the sentence. Paraphrase it by changing as many words as possible.

Sentence Read	Teacher paraphrase
Like many other reptiles, green turtles hatch from eggs	Green turtles hatch from eggs as do lots of other reptiles,
The eggs must be laid on land, because in water the developing turtles would drown inside the eggs	If the eggs were laid in the water and not on the sand the baby turtles would die from drowning inside the eggs.

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?

Now I will read the next paragraph to you and then we will read it together.

Read paragraph 2.

Now we will read sentence by sentence. Then I will try saying it another way and then I will ask you to try another sentence. I will write down what you say and then what you say.

Sentence read	Teacher paraphrases	Student Paraphrases
Every year, between late October and February female green turtles come ashore to lay their eggs.	The mother turtles come out of the water to lay their eggs on the shore each year. They start doing this at the end of October and finish in February.	
It is a slow journey up the beach – green turtles are much better suited to swimming than moving on land.		

*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?
Now let's read the next paragraph together.*

Sentence read	Teacher paraphrases	Student Paraphrases
A female green turtle usually chooses a beach close to where she hatched many years earlier.		
She may even choose the very same beach.		
Most turtles come ashore when high tide happens at night.		
They do this to avoid the heat of the day, and so that the distance that they must drag themselves up the beach is short.		

Session Three: Small Group Intervention Only

Text – The Green Turtle (pg 8&9) – (*Changed to small focus group at this session*).

Let's revise what actions we do when we paraphrase. Who can tell me what we do?
After children's response refer to the chart.

I will read the first paragraph and then I will ask you to read it with me.

Sentence read	Teacher paraphrases	Student Paraphrases
Then green turtle uses her front flippers to drag herself up the beach.		
When she is above the high tide mark, she begins to dig.		
She must dig above the high tide mark so that the sea doesn't wash over her eggs.		

Now I want you to read the first sentence again and come up with a of saying it. Write up on chart as children give their responses. If children are struggling do an example for them.

Give children individual copies of the text.

I will read the next paragraph and then I will ask you to read it with me using your individual text.

Sentence read	Teacher paraphrases	Student Paraphrases
Then green turtle uses her front flippers to drag herself up the beach.		
When she is above the high tide mark, she begins to dig.		
She must dig above the high tide mark so that the sea doesn't wash over her eggs.		

Now I want you to read each sentence again and try and come up with a different way of saying it. Write up children's responses on chart as they give their answers

Let's revise what we did here. Have children articulate what they did and refer to the chart and re-read it together.

PARAPHASING SESSION OUTLINES

Session Number	Student Activity
1	<ul style="list-style-type: none"> • Whole Class • Shared Book (Green Turtles big book pg 4&5) • Sentence by sentence
2	<ul style="list-style-type: none"> • Whole Class • Shared Book (green turtles big book pg 6&7) • Sentence by sentence
3	<ul style="list-style-type: none"> • Small Group • Individual copies of text (green turtles big book pg 8 & 9) • Sentence by sentence
4	<ul style="list-style-type: none"> • Small Group • Individual copies of text (green turtles big book pg 10&11) • Sentence by sentence
5	<ul style="list-style-type: none"> • Whole Class • Shared Book (green turtles big book pg 12&13) • Paragraph
6	<ul style="list-style-type: none"> • Whole Class/Small Group • Individual copies of Text (green turtles big book pg 14&15) • Paragraph
7	<ul style="list-style-type: none"> • Whole Class • Shared Book (What are Whales pg4&5) • Sentence by sentence
8	<ul style="list-style-type: none"> • Whole Class(Pg7) Small Group (pg 8&9) • Individual copies of Text (What are Whales) • Sentence by sentence
9	<ul style="list-style-type: none"> • Whole Class (Pg 10&11) • Shared Book (What are Whales) • Paragraph
10	<ul style="list-style-type: none"> • Whole Class (Pg14)/Small Group(Pg 15) • Individual copies of Text (What are Whales) • Paragraph

APPENDIX 3

Table 2 Pre and Post Test Results all students

STUDENTS	PRE AND POST TEST RESULTS					
INTERVENTION GROUP	PM Benchmark % Accuracy Level 28		Comprehension Raw Score /10		Paraphrasing Raw Score /20	
	PRE	POST	PRE	POST	PRE	POST
STUDENT 1	98	99	4	8	6	9
STUDENT 2	94	94	6	8	1.5	7
STUDENT 3	94	98	6	9	5.5	8.5
STUDENT 4	92	97	6	6	9	8
STUDENT 5	97	98	6	7	9	13.5
STUDENT 6	81	91	1	7	7.5	12.5
STUDENT 7	96	95	6	9	.5	5.5
STUDENT 8	98	99	6	10	7.5	9.5
AVERAGE SCORES	93.75	96.37	5.12	8	5.81	9.18
CONTROL GROUP	PM Benchmark % Accuracy Level 28		Comprehension Raw Score /10		Paraphrasing Raw Score /20	
	PRE	POST	PRE	POST	PRE	POST
CONTROL 1	94	96	5	6	1.5	.5
CONTROL 2	95	94	6	6	3.5	4
CONTROL 3	99	98	4	7	3.5	2.5
CONTROL 4	92	95	3	7	9	6.5
CONTROL 5	99	96	6	9	15.5	15
CONTROL 6	98	96	6	7	5.5	8
CONTROL 7	98	99	5	9	15.5	17.5
CONTROL 8	98	99	6	7	8.5	11.5
AVERAGE SCORES	96.6	96.62	5.12	7.25	7.56	8.18

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