

Explicit teaching of paraphrasing strategies will improve students' comprehension when reading. Strategies taught in a whole class setting, then comparing responses of a select group of seven year 5 students as the *intervention group* with a group of seven year 5 students from an associate's class as the *control group*.

ABSTRACT

Students in the senior level or middle years classes were experiencing difficulties in comprehending reading texts. They, not only need to learn the skills of interpreting and making sense of written forms of information, but they need to have, in their survival kit of strategies, an ability to relay the message /messages of texts in multi-modal forms. The demands are now greater in the senior school and skills need to be accessed and used, demonstrating understanding of factual and fictional texts. A higher level of comprehension is needed to complete work successfully as students move to the senior part of the school.

The action research focussed on teaching students in the senior level, specific paraphrasing strategies that would give them insights into how they would change and use different words and phrases without losing the intended meaning of the text. There was also the need to develop student awareness and knowledge of word meanings. This was put into action through learning the value of using synonyms(Munro 2007).

Both groups were composed of ten and eleven year old students who have experienced some difficulty in comprehending texts. Students from both groups are good decoders, but have displayed difficulties in comprehending. Each year, in term four, the school participates and sets aside pupil free days for all staff to collaboratively analyse, recommend and peruse student information, so that the best decisions can be made, with each students' wellbeing as the ultimate reasoning for class placements. Parents and former teachers, if they are current staff, are approached for their opinions and recommendations for each student.

The whole class was involved in ten lessons in which students were given explicit instruction of paraphrasing strategies as well as using synonyms, from lessons based on the John Munro Comprehension-Paraphrasing (Literacy Intervention Strategies, 2006), to help with understanding. From this class an *intervention* group was selected, whose scores were accessed and eventually compared with the control group of seven students from the next classroom.

The tests that were administered were the Paraphrasing, Torch and synonyms tests. From these tests, student abilities in comprehension and paraphrasing were assessed and interpreted.

It was expected that results of the lessons would indicate the success of teaching paraphrasing and use of synonyms, but it demonstrated that some students' comprehension achievements were large as compared to those that were only marginal. It was also noted that while the control group did not receive the lessons, some students' post test scores had improved since the pre tests. It also needs to be noted that many of the control group students had not experienced reading difficulties as did the students of the teaching group.

It is also worth mentioning that all teaching and testing had been done in portables. Games are played on all sides of these portables throughout each day. As these outside venues are in continual use, concentration at times is difficult and may affect the results of some students who may be more sensitive to the white noise around them.

However, even with the physical layout, the hypothesis still holds that student comprehension will improve through immersion and scaffolding of learning Paraphrasing strategies. The intervention action was planned to allow students to think of the RAP(Munro 2007) technique and use it when encountering difficulty in comprehending texts.

INTRODUCTION

The hypothesis investigated by this study is that comprehension of texts can be improved by teaching paraphrasing to students who are good decoders but have difficulty comprehending texts. The prevalence of poor comprehension in grade 5/6 students has prompted the need to conduct an intervention focussing on ten sessions where students are encouraged to focus on the process by adhering to the steps of paraphrasing and learning to use synonyms, that will assist their comprehension.

The underlying problem being examined is that students do not automatically have appropriate strategies for comprehending when they encounter unseen texts and do not have the skills needed for dealing with unfamiliar words in simple or complex sentences, therein making reading for understanding difficult. Students have predominantly used or depended on the literal understanding of the text and questions after reading. Students look for part of the question or familiar words in the question to be directly stated or embedded in the texts.

When seeing the word in the text, it is automatically thought the answer must be nearby or associated with that sentence or part of it. Thereby the student does not read any further for another, better or correct response.

It was also noted that students do not understand complex vocabulary and struggle to decipher the meaning of the difficult words and so have great difficulty understanding or making sense of paragraphs. For these explicit reasons, Paraphrasing strategies have been targeted to be explicitly taught.

Purdue OWL (2007) have suggested the need for rephrasing or paraphrasing complex language using simpler words and sentences. Purdue Owl (Last edited by Dana Lynn Driscoll on October 11th 2007 at 9:52AM), discusses how to paraphrase correctly and accurately by writing that a paraphrase is...

- your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- one legitimate way (when accompanied by accurate documentation) to borrow from a source.
- a more detailed restatement than a summary, which focuses concisely on a single main idea.

Perdue Owl (2007) hold that paraphrasing is a valuable skill, because putting it into your own words is better than overquoting and one can get a better understanding and more fully understand what is being meant.

PERDUE OWL'S 6 steps:

6 Steps to Effective Paraphrasing as recommended by Perdue Owl(2007).

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

In his paper on 'High Reliability Literacy teaching Procedures', John Munro (2007), talks about the success of teaching paraphrasing to students who are having difficulty with comprehension. These procedures were identified following initial trialing across all subject or KLA areas.

During the trialing, these procedures were shown to enhance students' ability to learn by reading and to enhance literacy knowledge of the topic being learnt. They were referred to as 'high reliability literacy teaching procedures' or HRLTPs, John Munro (2007).

John Munro (2007), states that paraphrasing is one aspect of sentence comprehension, giving students the opportunity to learn to link the new concepts, teaching them ways of talking about ideas in the topic, helping students retain related ideas in short term memory, helping readers link new ideas with what they know.

Munro also writes that working on synonyms before paraphrasing usually assists. He holds that the focus is on replacing as many of the words as possible in the original sentence.

(High Reliability Literacy Teaching Procedures : A means of fostering literacy learning across the curriculum1 Munro)

Fountas and Pinnell, (2006) also write that paraphrasing is important because of the need for students to become very flexible, accessing meaning in more than one way. Signs of confusion in students alert you to the need to paraphrase directions or tricky language that you find in a text. By building on what they already know, students can gradually take on new ways of using language .

REF: Irene C. Fountas.

Gay Su Pinnell.....Teaching for Comprehending and Fluency.

Thinking, Talking, and Writing About Reading, K-8. 2006.

Students use multiple sources of information while reading, including background knowledge, personal experience, literary experience, visual information, and language. They have questions in their own mind. They re-read, which leads to interpretation and deeper understanding.

In reciprocal teaching, students are taught to rephrase information and ideas in several ways so they can consciously learn to internalize new ideas for themselves. The goal is for these overt acts to become automatic, simply a part of the individual's way of thinking. (Fountas and Pinnell,2001).

REF: Irene C. Fountas

Gay Su Pinnell.....Guiding Readers and Writers.

Teaching Comprehension, Genre, And Content Literacy. 2001

Students can re-read, use personal experiences as well as literary experiences and visual information, but could not make appropriate sense of the unfamiliar words or make sense of how words were used in the context of the texts. Paraphrasing is a strategy students can learn that will assist their comprehension of both oral and written texts (Lewis & Lewis). Document prepared by Lewis & Lewis 2006. Based on material developed by Dr. John Munro in conjunction with the Victorian Department of Training & Education.

What might be causing the problems being investigated?

The problems being investigated are that students had difficulty in :

- understanding sentences as they are written
- recalling detail from the text (difficulty retaining information in short term auditory memory)
- answering questions after reading text
- paraphrasing after reading text
- generating synonyms and antonyms for words
- linking new ideas with what they know
- understanding grammatically and conceptually complex sentences
- Linking new concepts, often in unfamiliar relationships and to talk about the new ideas
- Talking about ideas in the topic areas
- Building and reinforcing new vocabulary

Purdue Owl (2007), holds that paraphrasing using their documented six steps, assists students who have previously struggled with comprehending texts.

John Munro (2007), states that paraphrasing is one aspect of sentence comprehension, giving students the opportunity to learn to link the new concepts, teaching them ways of talking about ideas in the topic, helping students retain related ideas in short term memory, helping readers link new ideas with what they know. Munro also writes that working on synonyms before paraphrasing usually assists. He holds that the focus is on replacing as many of the words as possible in the original sentence. (High Reliability Literacy Teaching Procedures: A means of fostering literacy learning across the curriculum. Munro)

In the Paraphrasing Strategy, (Schumaker, Denton, & Deshler, 1984) students learn a reading comprehension strategy that is remembered by the acronym RAP: (appendix 4)

**Read a paragraph*

**Ask yourself, "What were the main idea and details in this paragraph?"*

**Put the main idea and details into your own words.*

Schumaker, Denton and Deschler write that each strategy has multiple parts that students remember with the aid of a mnemonic.

Fisk and Hurst (2003), write that “when students are taught a technique for how to paraphrase text, paraphrasing can strengthen comprehension of both fiction and nonfiction. While paraphrasing has traditionally been viewed as a student study skill (Anderson & Armbruster, 1984), it can also be useful to promote reading comprehension skills (Harris & Sipay, 1990; Katims & Harris, 1997; Shugarman & Hurst, 1986). In our efforts to help students better comprehend text, we have found paraphrasing for comprehension to be an excellent tool for reinforcing reading skills”.

The present investigation aims to examine whether students’ comprehension can be improved by teaching students how to paraphrase. The intervention and control classes are two Grade 5/6 grades.

The hypothesis is that teaching middle years students who are having comprehension difficulties to paraphrase when reading for understanding, leads to improvement in comprehension. Intervention students will engage in ten teaching sessions and then be re-tested to check the hypothesis.

To investigate the success of the three steps of paraphrasing:

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

METHOD

Design

The study uses an OXO design. The success of teaching students of, one grade 5/6 class, the strategy of paraphrasing and the explicit teaching of using synonyms is compared with students’ abilities of another grade 5/6 class who have not been engaged in ten explicit teaching sessions. Though the whole grade was taught, only a group with reading difficulties was chosen to participate in the intervention action.

Participants

Students were chosen from a Grade 5/6 classroom. Teacher observations, low literacy levels and low scoring Naplan data prompted the selection. Students also had low stanine scores after being tested on the Torch tests: Donna Dingo. The control group were also tested on the same Torch tests. The students from the intervention class are good decoders but lack skills when comprehending texts. The teacher decided to implement the strategy of paraphrasing and teach synonyms testing the conjecture that students’ comprehending techniques can be improved. Students ranged in age from 10 to 11 years of age.

Materials

The tests used that helped determine the need for intervention were:

- Torch Text Donna Dingo.
- Burt Word Test.
- Peter’s Dictation Test.
- Pat Comprehension .
- Pat Vocabulary Tests.
- Results of Naplan testing .
- Teacher’s anecdotal notes of behaviours and strategies observed during comprehension work in class.

The study uses a real classroom in which ten sessions in learning how to use paraphrasing and the explicit teaching of synonyms is monitored for senior students who are having difficulties comprehending various texts.

Texts used are Torch, PAT Comprehension and Explorers Biographies: Neil Armstrong, Christopher Columbus, Marco Polo, Douglas Mawson, Matthew Flinders, Burke and Wills, Robert Ballard and James Cook. Two other texts were : Vitality-A Fatty Meal is Eaten , John Parsons and Rogue Robot, Nelson Book Web.

Teaching and Control Group Profiles

Table 1

Name	0 or 1 Teaching/Control Group	Age in MONTHS	Gender 0=Female 1=Male	Years of Schooling	ESL No=0 Yes=1	LNSLN funding 0=SLD 1=ID 2=Asp	Earlier Intevention No=0 RR=1 Bridges=2 ERIK=3...	ID	EMA No=0 Yes=1
A	1	129	0	6	0		1		1
B	1	126	0	6	0		0		0
C	1	127	1	6	0		0		0
D	1	129	0	6	0		0		0
E	1	128	1	6	0		1		0
F	1	121	1	6	0		0		0
G	1	122	0	6	1		0		0

H	0	128	0	6	1		0		0
I	0	129	0	6	0		0		0
J	0	123	1	6	1		0		0
K	0	124	1	6	0		0		0
L	0	122	1	6	1		0		0
M	0	123	0	6	1		0		0
N	0	120	1	6	1		1		0

Procedure

The tasks were administered to all students following John Munro's (2005) Comprehension-Paraphrasing teaching strategy (Literacy intervention strategies Comprehension-Paraphrasing Appendix 3b). Students were also taught how to use synonyms to help understand words and the meanings of difficult words, (Appendix 2).

The teaching sessions were conducted over a three week period, due to pupil free days and senior athletics day. Each session lasted 45-50 minutes.

Students were introduced to the first session with a clear explanation of what the strategy is about and the purpose for teaching it. The teacher modelled paraphrasing and cued students into the tasks, guiding them step by step through the process, letting them understand that she would read a sentence and then try to say it in another way by changing as many words without losing the initial meaning.

Teacher read the first sentence and modelled the paraphrasing, then asked the students for their attempts, first orally, so that the idea could be heard by everyone. Students then paraphrased the sentences on their own. At the end of each session, there was ample time to reflect on what they had done and discussion of how they could have made it better.

Students with teacher engaged in paraphrasing sentences and continued sharing at reflection time, recording synonyms on large cards and sheets of paper. The teacher reviews the actions, noting the three steps to paraphrasing, (Munro 2006).

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

The practice of teacher modelling and students reciprocating continued in each session, gradually developing from sentences to paragraphs being paraphrased.

Explicit teaching of the paraphrasing strategies set out by John Munro Comprehension – Paraphrasing (Literacy Intervention Strategies, Course Notes, 2006) were taught to the intervention group. Some extra sessions were taught covering synonyms, as students, once they were shown how to paraphrase, by using other words without losing meaning, were very interested in trying out more sentences and lists of words.

The initial lesson modeled paraphrasing with an emphasis on the use of synonyms. The following lessons continued with the introduction of the John Munro Comprehension – Paraphrasing strategy which was revisited and practised in subsequent lessons (See below).

COMPREHENSION-Paraphrasing (Munro-Appendix 3b.)

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

JohnMunro

The **RAP** (Appendix D) acronym, was taught to the students and used in each session. Each student received a copy, for home, to help with remembering the process. In class, students wrote the three steps of the acronym and continually revisited it until it became automatic knowledge.

Pre and post Torch testing data was compared and changes in results analysed, with the intention of proving the hypothesis stated on page 1.

Explicit teaching of paraphrasing strategies improves students' comprehension when reading.

RESULTS

Observations of the group:

Trends for the small group indicated that students had made some gains, minimal for some, while three made had improved significantly in answering the questions. This may have happened due to their responses, scaffolding during learning sessions or their continually lengthening attention spans.

Table 2.

Student Teaching/control groups.	Attendance No. of sessions	Paraphrasing		TORCH raw		TORCH Score		Burt Word test.	Stanine		Percentile Rank	
		PRE	POST	PRE	POST	PRE	POST		Pre	Post	Pre	Post
A	10	4	6	6	7	32	34	55	2	3	8	11
B	10	3	10	12	17	43	53	90	4	6	37	75
C	10	7	10	6	12	32	43	65	2	4	8	37
D	10	6	6	10	15	39	48	88	4	5	25	37
E	10	9	10	6	12	32	43	51	2	4	8	37
F	10	6	8	8	15	36	48	86	3	5	15	58
G	10	6	10	11	15	41	48	82	4	5	30	58
H	0	9	8	10	12	39	43		4	4	25	37
I	0	10	7	11	12	41	43		4	4	30	37
J	0	10	10	18	20	57	69		7	9	84	98
K	0	6	6	6	13	32	44		2	4	8	43
L	0	4	8	11	13	41	44		4	5	30	43
M	0	7	7	13	20	44	69		5	9	43	98
N	0	4	6	9	10	37	39		3	4	19	25

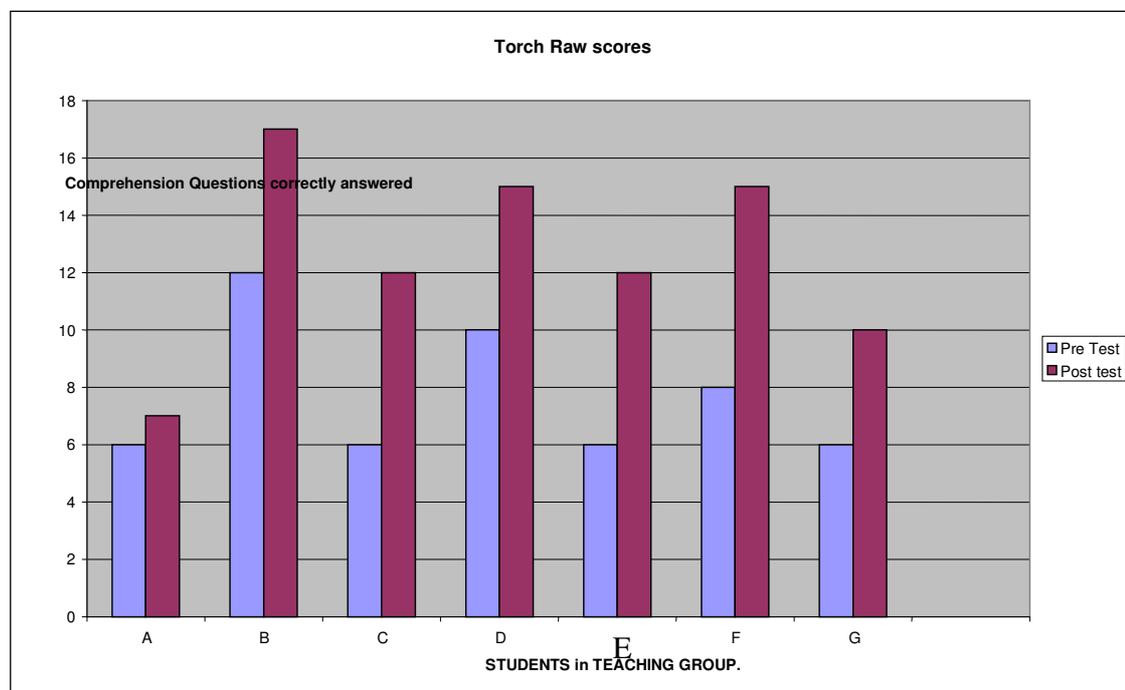
Teaching and control group scores are shown on Table 2. Pre and Post scores are of Paraphrasing, Torch raw scores and the recognition of words in the Burt Word Test. Stanine scores are also pre and post test scores. It is evident that all students, control and teaching groups have made some gains.

Student J in the control group, was answering questions correctly in the pre test, indicating that he probably did not have the level of difficulty with comprehension that some students from the teaching group displayed.

It can be said that students from the teaching group displayed more difficulties with directly stated information , rephrasing and rewording, embedded text, inferencing using simple and explicit references and interpreting, inferring and using complex and multiple references, as well as interpreting cultural values and writer’s intentions.

Students in the teaching group were chosen because it was noted that they were of greatest need. Testing the hypothesis was also of paramount importance as it would demonstrate whether these students’ learning can benefit from more of this type of teaching with explicit strategies and scaffolding, and building up of vocabulary and word meanings through the use of synonyms.

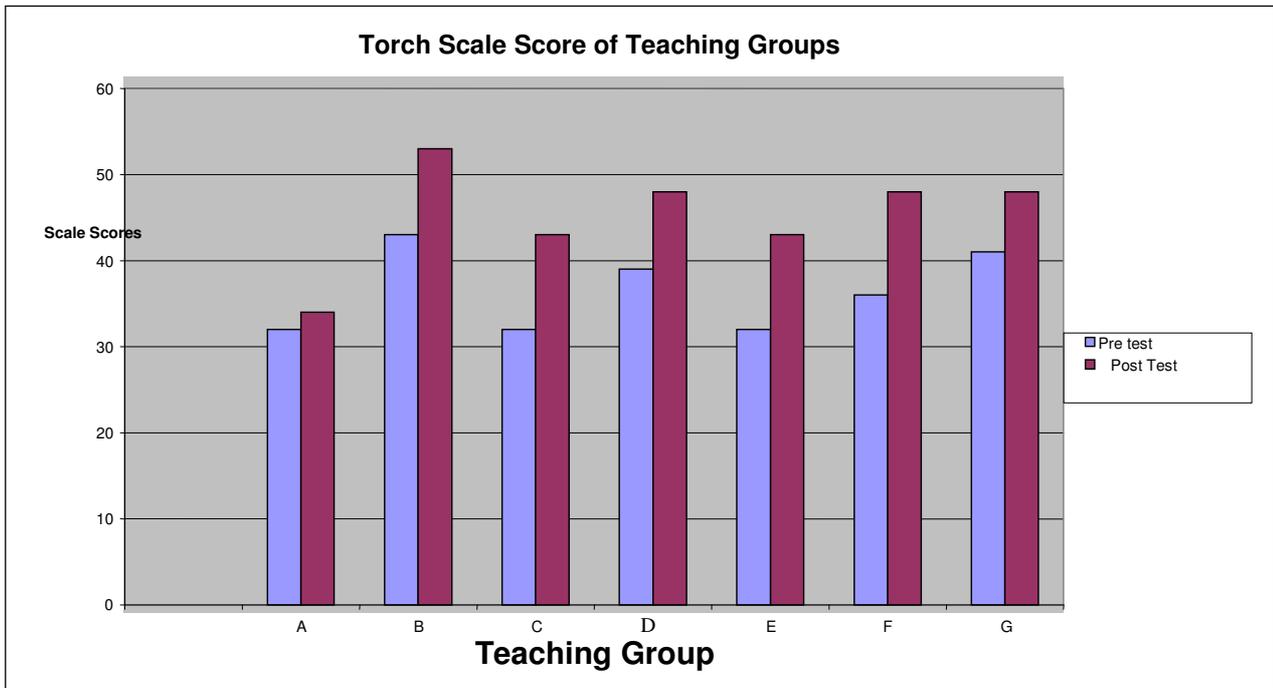
Figure 1



Graph of raw scores demonstrates some improvement in answering questions on Donna Dingo Torch Test. Little improvement is evident in student A’s Pre and Post scores with 6 and 7 as the results.

Student B displayed fewer reading difficulties, answering more questions correctly than D,E,F and G, in the pre test as well as the post test.

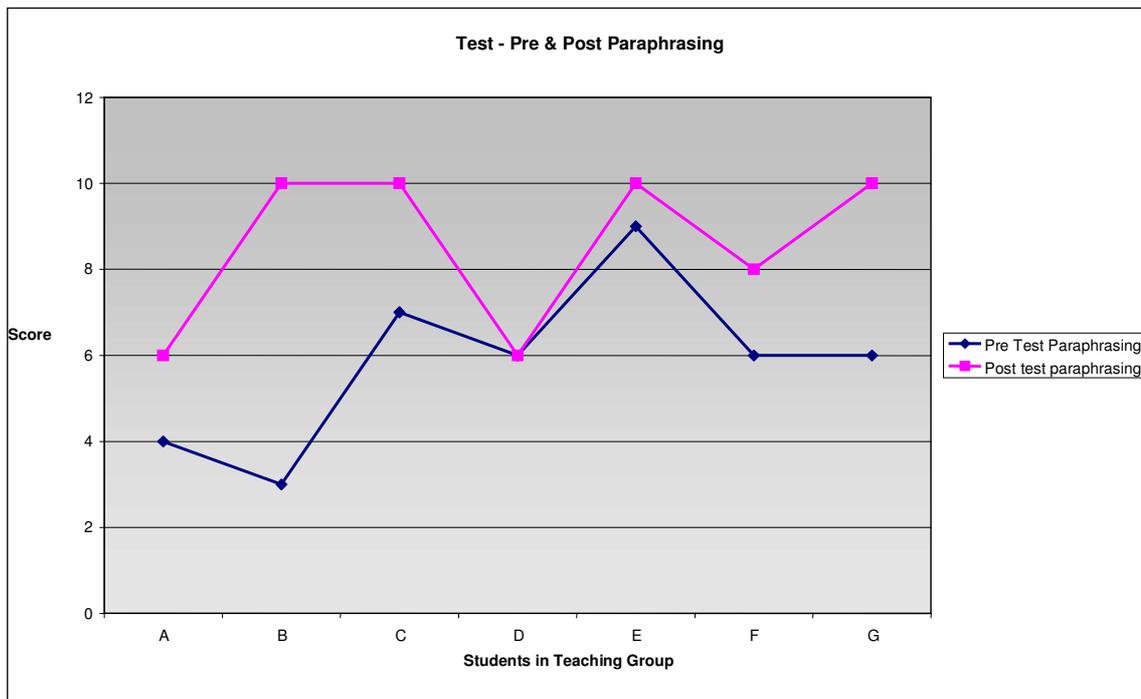
Figure 2



This graph indicates improvements in comprehension with a larger interval made by students B, C, E and F. All students' scale score is above 30, with the stanine scores still being between 4 and 5 even at the post-test stage.

It also needs to be noted that the improvement, though slight for student A, indicates that there may have been other factors involved which may have affected her score.

Figure 3



In figure 3, student D's performance shows no improvement in the post testing results, but some personal and family factors could be attributed to her poor performance.

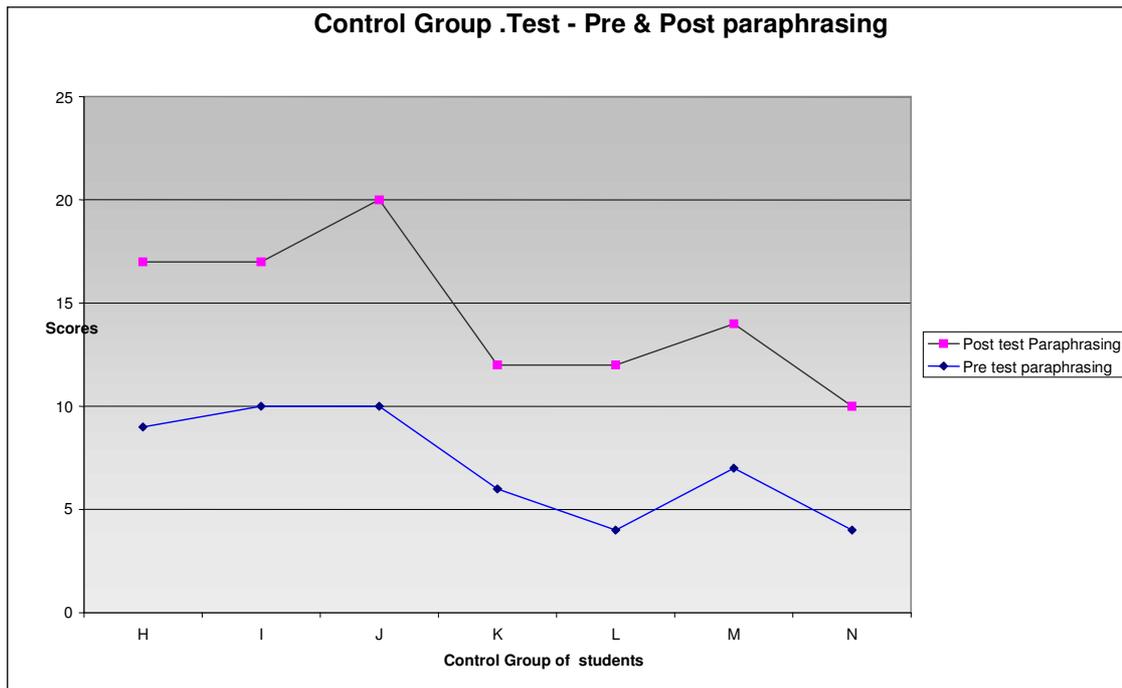
Student B has demonstrated a marked improvement. This could be attributed to her participating in extra work at lunchtimes to revisit what we had done in class each day, explicitly in Literacy development.

Student B has also taken more control of her own learning, setting achievable goals and seeing that these goals and targets are met.

Student E, although he has made improvement in his comprehending, has come from further behind the rest of his class, as he has been identified with reading difficulties at the sentence level.

Student E has limited, immature grammar; demonstrates limited use of punctuation to gain sequence of meaning; does not use rehearsal or chunking strategies; has limited recall of a story just read; does not re-read sentences to assist comprehension; does not paraphrase text read; has difficulty generating questions about text and has difficulty visualizing information from text. (Taken from: Munro's model for understanding literacy learning disabilities, 2007).

Figure 4

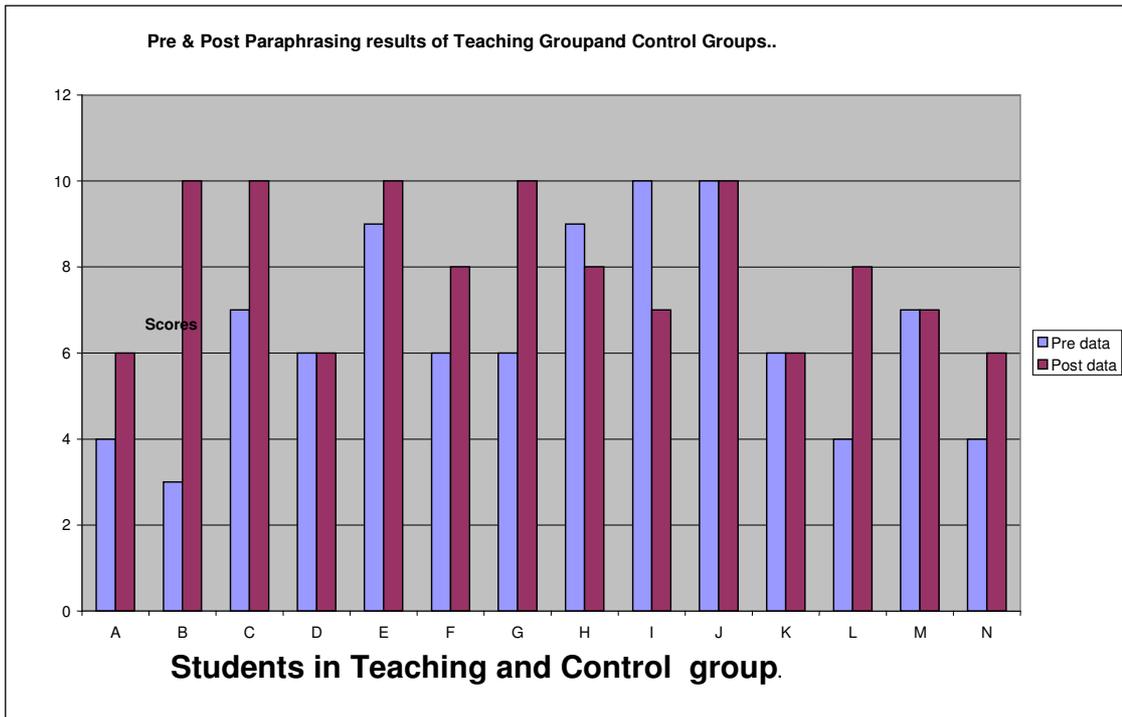


Graph indicates that the control group has demonstrated some improvement in their post test responses. Students H,I and J demonstrated a good level of understanding of comprehensive passage Donna Dingo.

There is an obvious increase in questions being answered correctly, even though these students were the control group. As the graph shows, half the control group did start with a good score, that is, a higher score than many of the intervention group in the pre-testing stage.

The post-test indicates a gradual increase across the control group, following almost like a pair of parallel lines.

Figure 5



Students in teaching group have made considerable gains in their paraphrasing of sentences. Students L and N in the control group have also made recognizable gains. This improvement may be attributed to the students already being high achievers in grade 5.

Student I's results indicate a poor performance, but without further knowledge of what may have been happening that day, it is clear that this student could not concentrate for any length of time and give the paraphrasing activity her full attention.

Student B's large improvement has been mentioned in prior tables, commenting on her improved school performance and personal organization skills.

DISCUSSION

In working and preparing sessions for the action plan, creating a hypothesis and collating score results, analyzing, comprehending, teaching, scaffolding (Graves, M. F., & Graves, B.B. (2003). *Scaffolding reading experience: Designs for student success*. Norwood, MA: Christopher-Gordon.) and guiding student learning, it was demonstrated that students have made gains in their responses to comprehending questions about a Torch Test-Donna Dingo.

Gains were also made in the ability to paraphrase sentences. Although all students made gains, some gains were greater than others. Some of the students in the control group had also made gains, but it was indicated in the Figures above that these students may not have had difficulties in the sentence levels and reading as the students chosen for the teaching group.

As the sessions were delivered to the students, many of them found the writing of different words to replace the original words was difficult, especially when asked to create three to four new words without losing the meaning of the words.

As written by Higher Score (2007), 'Paraphrase' is a verb which means to re-write a phrase or sentence with the same meaning but using different words. This was a difficulty experienced by all participating students, as they changed and substituted words but then found they had changed the meaning of the intended sentence.

Perseverance and persistence of finding new words that could be used, students found they sometimes needed to re-arrange the order of the sentence and even then, to keep some words, and to be true to the original meaning of the sentence or phrase, they could not play around with and paraphrase.

By working through this method, students did come to a realization that as they read, they needed to focus on the meaning. They noticed that it was easier to do the tasks of paraphrasing orally between their own classmates, than it was to create new sentences on their own.

Students enjoyed the sharing time, because it gave everyone the opportunities to hear new ideas. Students took notes of other people's ideas and ways of saying new sentences and phrases. Behrens, L & L.J.Rosen, 1991. *Writing across the Curriculum*, 4th ed. New York: Harper Collins, write of the importance of rereading the original passage until the reader understands its full meaning. They encourage the original to be set aside and paraphrasing of student's own version on a card.

When paraphrasing, students found it difficult to paraphrase sentence by sentence as the overall structure could become awkward. They found it much more satisfying to use synonyms and rearrange the sentence structure, borrowing the main ideas without necessarily keeping the same organization. Behrens, L & L.J.Rosen, 1991. *Writing across the Curriculum*, 4th ed. New York: Harper Collins.

Students commented that they had not done synonym work to this degree in prior schooling, saying they enjoyed working this way by the end of the ten sessions. Students had initially disliked the method of teaching paraphrasing, but gradually they were experiencing success and began to attribute that success to the sessions being done in class.

The hypothesis had been successfully proven to be correct, that paraphrasing explicitly taught and synonyms being covered extensively, did create the element of success in the testing of certain texts' meanings. It cannot be said, however, that the explicit teaching of Paraphrasing and introducing synonym work were the only means of teaching comprehension success, as many other sessions were conducted focusing on visualizing, the RIDER method, continued dictionary meaning work and sentence structure through grammar needs had also been going on in conjunction with the ten lessons being taught. The control group did not explicitly receive these sessions and still had considerable gains, though not as great as the teaching group.

It cannot be taken for granted that great gains had been made through the focused sessions and comprehension will continue to improve. Students will continue to experience success with the explicit teaching of Paraphrasing and much of that great learning is attributed to the individual teaching sessions created by Munro (2006).

Students with greater reading difficulties benefited greatly from the action plan, enjoying the shared discussions and the opportunity to try out their new learnings when constructing new sentences and phrases.

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Purdue OWL.

Last full revision by .

Last edited by Dana Lynn Driscoll on October 11th 2007 at 9:52AM Schumaker, J. B., Denton, P. H., &

Deshler, D. D. (1984). The paraphrasing strategy. Lawrence, KS: The University of Kansas.

APPENDICES

Appendix A: Lesson Plans.

Appendix B: Pretest and Post test Paraphrasing Sheet.

Appendix C: Synonym Activity Sheet.

Appendix D: Paraphrasing Acronym: RAP.

APPENDIX A:

EXPLICIT TEACHING OF PARAPHRASING.

COMPREHENSION-Paraphrasing

Appendix 3b.

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

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Teacher talks to students and works through the paraphrasing sessions:

Paraphrasing task ;John Munro.(2007).

Teacher models paraphrasing and cues student activity:

Look at the first sentence. I will read it and I want you to read it to yourself with me. Then I will try saying it another way. Then I will ask you to try.

Read the sentence. Then say *Then I will try saying it another way. I will change as many words as I can but still say the same thing. This person who makes toys moved to a new town.* Now you have a go at saying the sentence another way. Change as many ways as you can.

Now you have a go at the second sentence. Read it to yourself. Now read it aloud. Now have a go at saying it another way. Change as many words as you could. Now listen to how I say it. It says “He wanted to find a place to live.” I could say “He needed to get a house to stay”.

Now you have a go at the third sentence. Read it to yourself. Now read it aloud. Now have a go at saying it another way. Change as many words as you could. Now listen to how I say it. It says “He needs to get to know the city.” I could say “He wants to find out where things are in the big town.”

Tell the children that you may not be able to change every word in a sentence. Sometimes you will have to say some of the words that are in the starting sentence.

Now you have a go at the fourth sentence. Read it to yourself. Now read it aloud. Now have a go at saying it another way. Change as many words as you could. Now listen to how I say it. It says “After he bought a map he looked for a bus.” I could say, “First he got himself a map. Then he searched for a bus stop.”

Sentence read	Teacher	Students paraphrase
A toy maker went to live in another city	This person who makes toys moved to a new town.	

He wanted to find a place to live.	He needed to get a house to stay.	
He needs to get to know the city.	He wants to find out where things are in the town.	
After he bought a map he looked for a bus.	First he got himself a map. Then he searched for a bus stop.	

Introduce the set of target sentences. Give the student the following instructions: *Read each sentence to yourself. You can say it aloud if you like. After each sentence, write another sentence in the space that says the same message. Try to change as many words as you can in the sentence you read, but make sure it still says the same thing.*

Teacher asks the student to read each sentence and then say their sentence.

READ the sentence

Paraphrase in your own words.

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 not paying attention to anything.	
They were supposed to watch where they were going.	
The track became narrow and twisted.	
Suddenly it began to slope down and the bike sped up.	
People in the park watched and gasped as it went	

faster and faster.	
The two riders weren't smiling and chatting any longer.	
Now they were gripping the bike as tightly as they could, showing fear on their faces.	
People in the park had stopped what they were doing and started to yell, "Stop" or "Be careful".	
All of a sudden the path goes around a sharp curve.	
Ahead they see in the middle of the path, a huge stone.	
The closer they get to it, the more enormous it becomes.	
As they fly towards it, their hearts are beating louder and louder and they try to take avoidance action.	
There is loud thud, the front wheel crumples and the young couple is airborne, flying over the obstacle to the grass on the side of the path.	

When the first paragraph has been read twice, read each sentence in the first paragraph again (one at a time). After you (the teacher) have read a sentence, paraphrase it by changing as many words as possible but still keeping the meaning the same. Then ask individual students to paraphrase it by changing more than one word in it. If possible record their attempts on a white board.

I will read it and I want you to read it to yourself with me. Then I will try saying it another way. Then I will ask you to try. I will write down what I say and what you say.

Sentence read	Teacher paraphrases	Students paraphrase
This text is about some of the big cats, like lions and tigers that live around the world.	This is a story about some of the big cats that inhabit the Earth	
When you hear the word ‘cat’ you probably think of the pets you have at home.	Hearing the word ‘cat’ might cause you to see in your mind the animals that live with us.	
The warm, cuddly kittens, that play with balls and enjoy being patted.		

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

Do you have any questions? (If “Yes”, a teacher gives the answers).

Repeat this for the rest of the paragraphs, sentence by sentence. The teacher models the paraphrase first and children then take turns. Remind them regularly of what they are doing.

What do you tell yourself to do when you paraphrase?

Once the text has been paraphrased as a group interactive activity, students in small groups can have a go at writing their own paraphrase of each sentence.

Teacher corrects the students’ responses.

After students have paraphrased several of the paragraphs: Now let's discuss what steps you used to paraphrase. Several students say the processes they used to arrive at their paraphrasing.

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

Have students write down what they do when they paraphrase, as follows:

1. *The first step in paraphrasing is to read a sentence.*
2. *The second step is to change as many words as you can while keeping the meaning the same.*
3. *The third step is to say the sentence again in your own words.*

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Paraphrasing Lessons:

Introduce the strategy: 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, pairs of sentences and then with paragraphs. There are 10 suggested steps in the process (each step may take a few lessons / a week). *Adapted from John Munro Teaching a paraphrasing strategy 2006.*

Teaching Session	Student activity
1	<ul style="list-style-type: none"> • Teacher/students <u>read aloud</u> a paragraph. (modeling) <u>Marco Polo.</u> • Teacher/students paraphrase <u>sentence by sentence in whole group</u> activity. • In <u>small groups</u> write a paraphrase of each sentence. • Appendix 3b
2	<ul style="list-style-type: none"> • Teacher/students <u>read aloud</u> each paragraph. (modeling)<u>Douglas Mawson.</u> • Teacher/students paraphrase <u>sentence by sentence in whole group</u> activity. • In <u>small groups</u> write a paraphrase of each sentence. • Appendix 3b
3	<ul style="list-style-type: none"> • Teacher/students <u>read aloud</u> each paragraph. (modeling) <u>Matthew Flinders.</u> • Teacher/students paraphrase <u>pairs of sentences in whole group</u> activity. • In <u>small groups</u> write a paraphrase of sentences. • Appendix 3b
4	<ul style="list-style-type: none"> • Students <u>read aloud</u> each paragraph. <u>Burke and Wills.</u>

	<ul style="list-style-type: none"> • Students paraphrase <u>pairs of sentences in whole group</u>. • In <u>small groups</u> write a paraphrase for pairs of sentences. • Appendix 3b
5	<ul style="list-style-type: none"> • Students <u>read aloud</u> each paragraph. <u>Robert Ballard.</u> • Teacher/students paraphrase <u>paragraph by paragraph</u> in whole group activity. • In <u>small groups</u> write a paraphrase of each paragraph. • Appendix 3b
6	<ul style="list-style-type: none"> • Students <u>read aloud</u> each paragraph. <u>Neil Armstrong.</u> • Students paraphrase <u>sentence by sentence</u> in whole group activity. • Each student <u>individually</u> writes a paraphrase of each sentence. • Appendix 3b
7	<ul style="list-style-type: none"> • Students <u>read silently</u> each paragraph. <u>Christopher Columbus.</u> • Students paraphrase <u>paragraph by paragraph</u> in whole group activity. • In <u>small groups</u> they write a paraphrase of each paragraph. • Appendix 3b
8	<ul style="list-style-type: none"> • Students <u>read silently</u> each paragraph. <u>James Cook.</u> • Students paraphrase <u>paragraph by paragraph in whole group</u> activity. • Each student <u>individually</u> writes a paraphrase of each paragraph. • Appendix 3b
9	<ul style="list-style-type: none"> • Students <u>read silently</u> each paragraph. <u>A Fatty meal Is Eaten.</u> • Each student paraphrases each <u>paragraph silently</u>. • Each student <u>individually</u> writes their paraphrase of each paragraph. • Appendix 3b
10	<ul style="list-style-type: none"> • Students <u>read silently</u> each paragraph. <u>Rogue Robot. Ch 1.</u> • Each student paraphrases each <u>paragraph silently</u>. • Each student <u>individually</u> writes their paraphrase of each paragraph. • Appendix 3b

APPENDIX B:

Paraphrasing Test-Both pre test and post test.

APPENDIX C:

SYNONYMS.

Dictionary Meaning:-----

In student's own words: A synonym is:.....

First word

Additional Words.

1	Thin					
2	fast					
3	old					
4	leave					
5	car					
6	shoe					
7	child					
8	fat					
9	walk					
10	cat					
11	fatigued					
12	toast					
13	clean					
14	sick					
15	tiger					

PARAPHRASING.

Read the sentence

**Identify the main idea
and key words**

**Put it in your own words
using synonyms**