

# Explicit teaching of synonyms and paraphrasing will improve the reading comprehension of Grade Two students.

## ABSTRACT

Many students achieve success in learning to read as they learn decoding strategies that enable them to read words, use punctuation and expression, read with accuracy and fluency. After a student is competent to read at a word and sentence level, they experience difficulties in processing what has been read into meaningful understandings. A common student misconception of a 'good' reader is one who makes minimal errors when reading, one who is proficient at using grammatical features and punctuation. Consequently, educators need to teach students the purpose and value of reading and explicitly teach comprehension strategies, the same way decoding strategies are taught and valued. It is then essential for students to engage in and practise using strategies such as paraphrasing for comprehension to be able to translate, interpret, understand, learn and use the text they have read.

This study examined the effects of explicit teaching of synonyms and paraphrasing has on students' comprehension. The study compared two groups of Grade Two students, a control group and an intervention group. The intervention group were involved in a two week program devised to enhance their comprehension skills by being able to create synonyms and paraphrase text.

Through the analysis of pre and post test activities created by John Munro, the results demonstrated that the intervention program increased overall student comprehension therefore supporting the research prediction. Although, the results also indicated that there was greater success in the control group with synonyms. The implication of teaching comprehension is that students need to be explicitly taught how to use synonyms in order to paraphrase text after reading, express main ideas and translate the text into one's own words, for the aim of reading for meaning.

## INTRODUCTION

Students' ability to read, decode text is more evident to be of greater success as seen in such testing tools as Running Records although learning to comprehend text and measuring a student's comprehension seems to be of lesser importance. The success rate for students being able to decode words and read with fluency is greater than being able to comprehend text because educators spend copious amounts of time focusing on word and sentence level reading strategies, mainly because teachers explicitly teach how to segment and blend words using onset and rime. A good reader can be defined as one who is proficient at decoding words, reading with accurate fluency and good expression (Kletzien, 2009). The challenge then lies within the student being unable to comprehend the text, retell what they have read and answer questions about it. Reading comprehension means understanding, translating and interpreting what has been read. Therefore the goal of a Reading Teacher is to explicitly teach students the strategies to comprehend text so that they are ultimately reading to learn and reading for meaning.

Studies in the area of comprehension suggest that "the paraphrasing strategy has been demonstrated to significantly increase reading of students with and without learning disabilities" (Katims & Harris, 1997). Paraphrasing, that is, putting the content into one's own words, "encourages readers to make connections with prior knowledge to access what is already known about the topic and to use words that are part of the reader's knowledge" (Kletzien, 2009). Most of the research into paraphrasing requires students to work at the paragraph level. Fisk and Hurst (2003) state, "paraphrasing is not meant to be a word-by-word translation but rather a genuine rewriting concentrating on expressing the main ideas and supporting evidence..."

Paraphrasing for comprehension is an excellent tool for reinforcing reading skills such as identifying the main ideas, finding supporting details and identifying the author's voice. One of the reasons paraphrasing for comprehension works so well is because it integrates all the models of communication, reading, writing, listening and speaking, which leads to a deeper understanding of the text (Fisk & Hurst, 2003). Paraphrasing incorporates four ways for students to interact with the text: they hear it read aloud, they read it and make notes, they write it in their own words and talk about their paraphrased text with their peers. By incorporating the four ways for students to interact with the text, "students are more likely to understand and remember the material" (Fisk & Hurst, 2003).

Furthermore, paraphrasing assists students to process and comprehend what they are reading and learning.

An implication for the paraphrasing strategy is the teaching of synonyms. Students need to have a bank of vocabulary to be able to use the strategy effectively. Students need explicit teaching of synonyms and paraphrasing using the gradual release of responsibility approach (Harvey & Goudvis, 2000), also known as ‘scaffolding.’ Feilding and Pearson (1994) identify four components of comprehension strategy instruction that follow the scaffolding approach: (1) Teacher modelling, (2) Guided Practice (in a whole class, small group and a partner format), (3) Independent Practice and (3) Application of the Strategy in real Reading Situations. In conjunction with the teaching of synonyms and paraphrasing strategy using the scaffolding approach, students can comprehend and learn from many diverse types of text, including fiction and non-fiction. With careful instruction and modelling, focussing on what the strategy is, how to do it, when it is useful and why it is important, students can learn to monitor their comprehension and take steps to correct it (Kletzien, 2009).

The current investigation aims to extend earlier research by examining students with high decoding skills who experience failure in answering both literal and inferential comprehension questions related to the text. The purpose of this study is to extend students’ comprehension skills by explicitly teaching them to use synonyms to paraphrase text in order to remember and understand what they have read.

### **Prediction**

Explicit teaching of synonyms and paraphrasing will improve the reading comprehension of Grade Two students.

## **METHOD**

### **Design**

The study uses a case study OXO design in the context of a ‘real’ classroom in which the gain in paraphrasing ability and reading comprehension, are monitored for lower primary students. The study compares two groups of students, a control group and an intervention group.

### **Participants**

The participants chosen for the study are Year Two students, with ages ranging from 6-8 years. Students were chosen based on their learning needs. Majority of the students are on a reading level of

28, all students are able to accurately decode when reading but experience difficulties in completing comprehension tasks, i.e. remembering the text, translating and interpreting what they have read in their own words. The classroom teachers identified them as students who could benefit from additional assistance to work on developing strategies to assist them in understanding texts.

*The Intervention Group: 23 students*

- 10 male students and 13 female students.
- 5 students from English as a second language background.
- 5 students who have previously been on Reading Recovery intervention program.
- 1 student is funded, with Cerebral Palsy.
- Reading Levels: 14 students on level 28, 4 students on level 27, 2 students on level 23 and 3 students on level 22.

*The Control Group: 23 students*

- 11 male students and 12 female students.
- 2 students from English as a second language background.
- 1 student who has previously been on Reading Recovery intervention program.
- 1 funded student who is intellectually disabled.
- Reading Levels: 19 students on level 28, 1 student on level 26, two students on level 23 and 1 student on level 22.

## **Materials**

Materials used include the following:

- Synonyms Task (adapted from Munro, 2005): students assessed on ability to read each of the twenty listed words and provide alternative words with similar meaning.
- Paraphrasing Task (Munro, 2005): students required to read each of the sixteen sentences and write a paraphrased sentence for each.
- Collection of eleven texts, including fiction and non-fiction books, magazine extracts and poetry.
- Synonyms Memory game.

## **Procedure**

In pre-testing for this study, all participants from both the intervention and control groups were assessed using the synonyms task and the paraphrasing task. The pre-tests were administered to students by their classroom teachers.

The intervention group participated in a ten lesson sequence (see appendix 2) whereas the control group was not involved in the explicit teaching of synonyms and paraphrasing by the researcher. The teaching sessions were conducted in the students' natural classroom environment at a frequency of one morning session per day for two weeks. The teaching sessions ran for approximately forty five to sixty minutes and were carried out by the researcher.

When planning the teaching procedure for the intervention group, the foci for each session was planned accordingly to prepare students gradually, in order for them to reach the learning objective, i.e. paraphrasing texts for reading comprehension. Sessions one to four focused on using the Meaning Making Motor strategy (see appendix 1) to create synonyms. Sessions five to eight focused on generating synonyms to assist with paraphrasing sentences. Session nine focused on paraphrasing and literal comprehension and session ten focused on paraphrasing and comprehension at the dispositional level.

The texts chosen were integrated with the Inquiry unit 'Mini Beasts.' Students engaged in a variety of fictional and factual texts with the intention of exposing students to different genres and to demonstrate that the paraphrasing skill can be used on any reading material. Reading material that contained smaller amounts of texts were used first and the amount of words in a text increased as the sessions and teaching progressed. During the teacher role stage in each session, the text was read to students from start to finish to model good reading behaviour and made apparent to students that when reading, the whole text is read without interruptions to assist with making meaning.

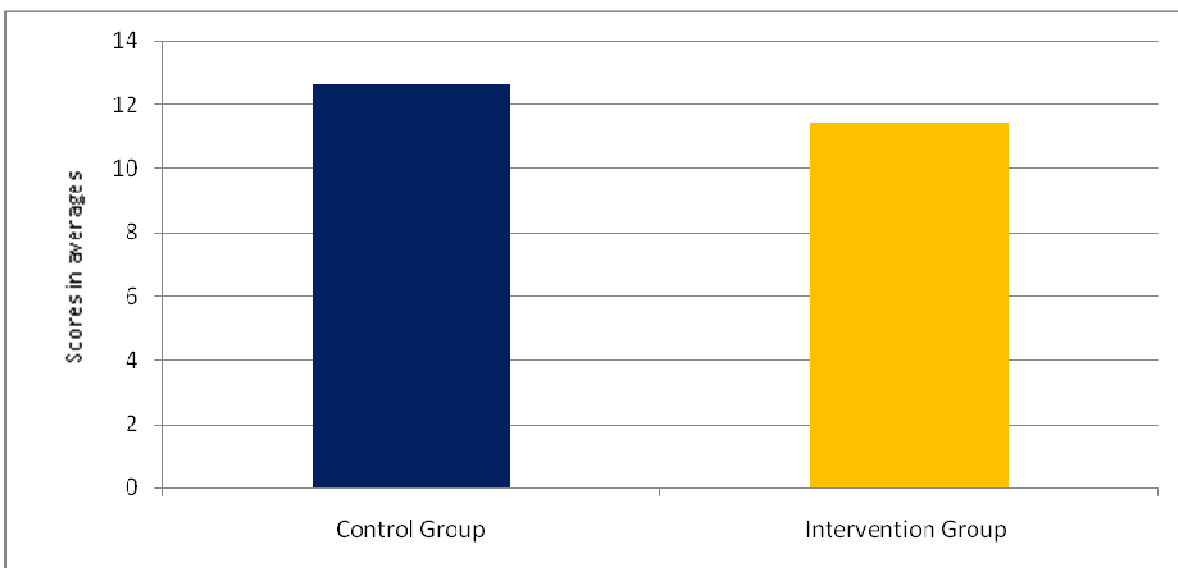
The introduction for the sessions involved tuning students in, informing them of the purpose of the lesson, recapping on previous sessions for students to make links with the strategies taught and highlighting the importance of how the strategy helps with reading.

The role of the teacher was to model the reading strategies, model the thinking process involved by thinking aloud and supporting students by providing visual references to prompt student learning. The

students were given opportunities to practise using their Meaning Making Motor, generating synonyms and paraphrasing by gradually releasing the teacher support. That is, students participated in whole class, small groups, with a partner and individual settings for each of the foci.

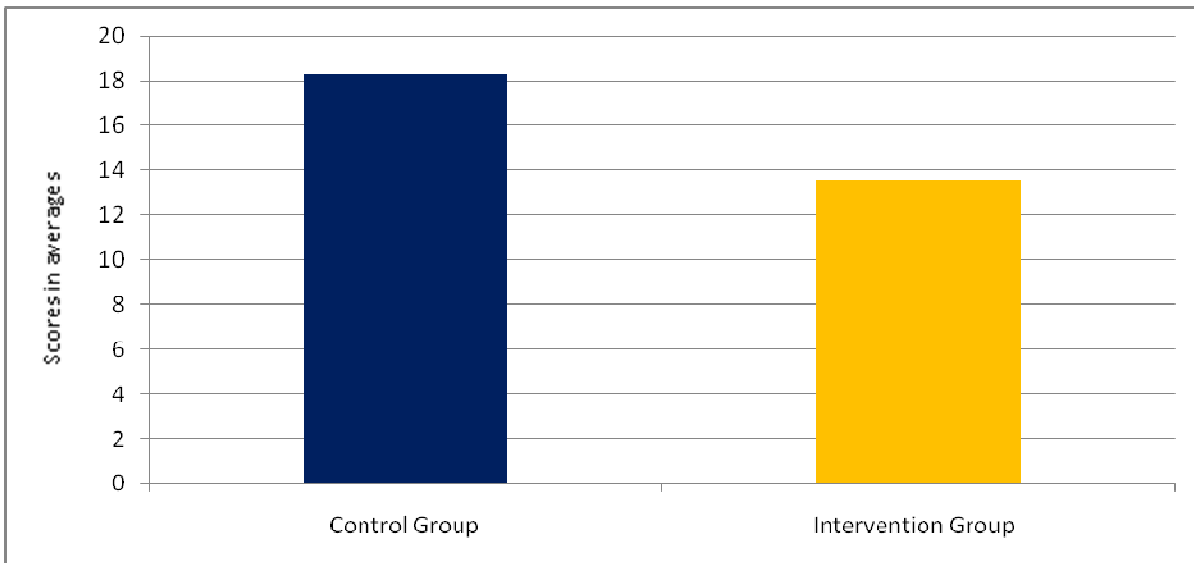
At the end of each session, students were able to reflect on their learning by verbalising and recording the strategies they used, defining the meaning of the strategies and identifying the purpose of using the strategies when reading. Following the teaching unit, post testing was administered to the intervention and control groups.

## RESULTS



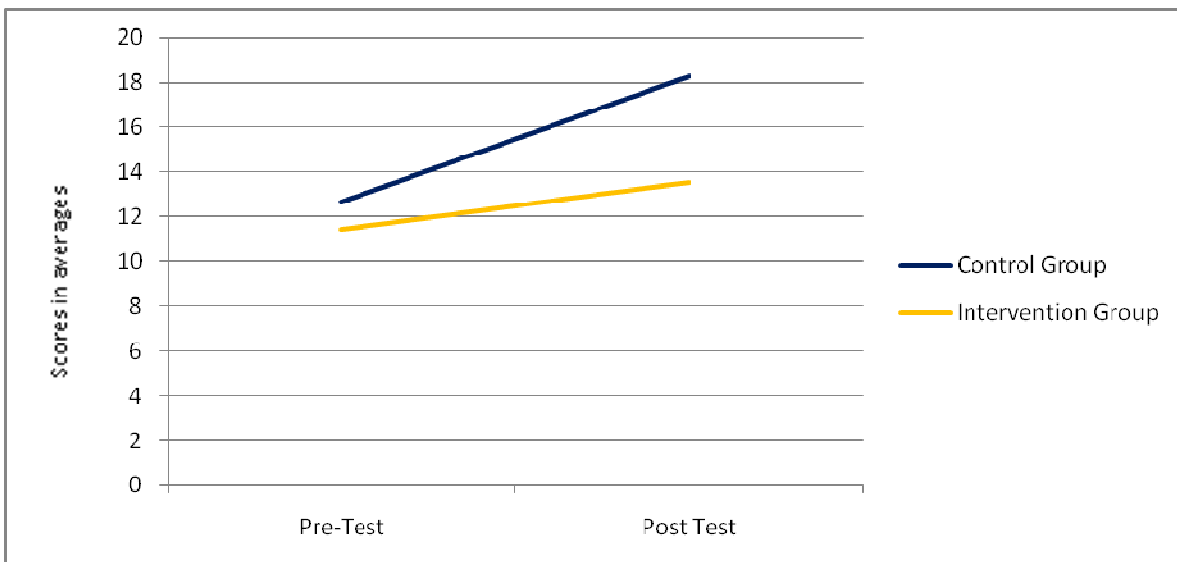
**Figure 1: Comparison of *Pre-Test* Averages of Synonyms Task**

Observations of the groups pre-test results indicate that the control group scored a slightly higher average (12.2) in the synonyms task than the intervention group (11.4).



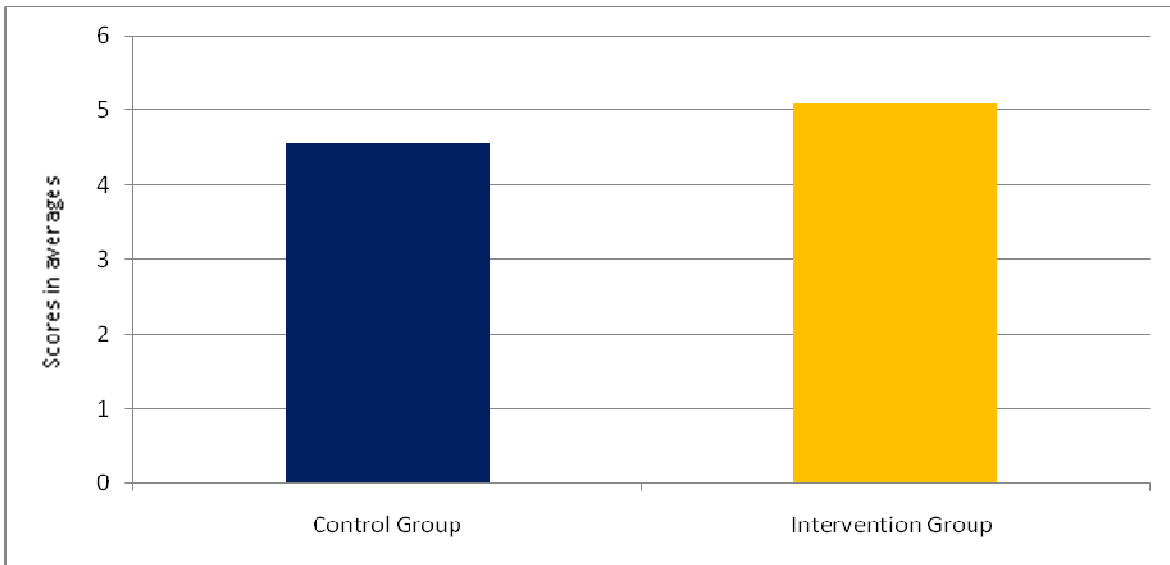
**Figure 2: Comparison of *Post Test* Averages for Synonyms Task**

Trends for the control group indicate that students performed better than the intervention group, the difference being an average score of 4.7.



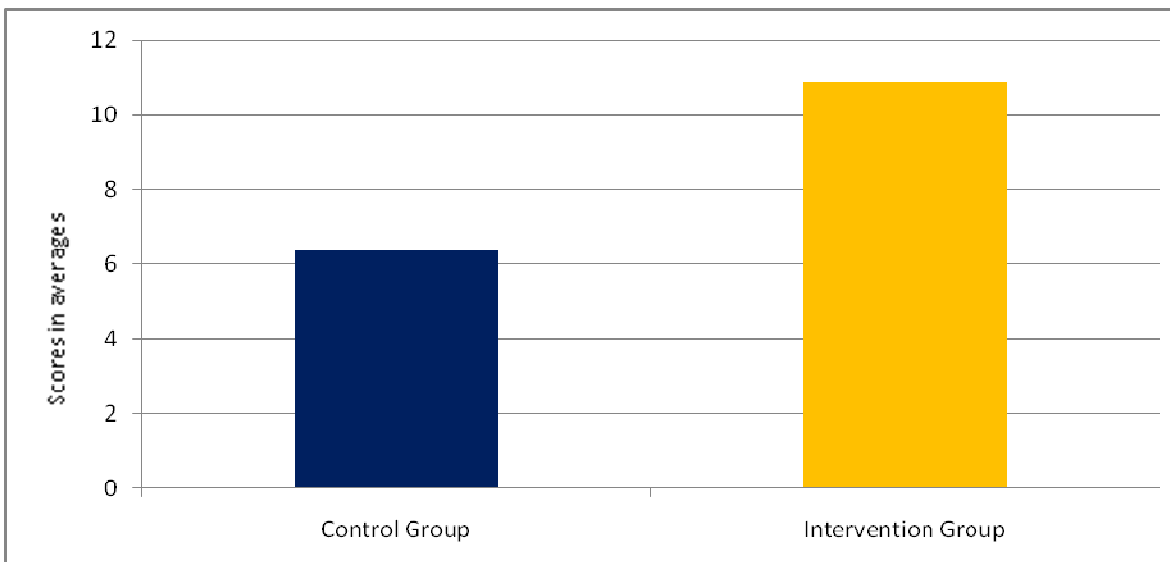
**Figure 3: Comparison of *Pre & Post Test* Averages of Synonyms Task**

Differences between the average scores prior to teaching show that the control group began with a minor 1.2 average advantage than the intervention group. Post the intervention, the data shows that the control group were more successful at the synonyms task. The results do not support the research prediction.



**Figure 4: Comparison of *Pre-Test* Averages for Paraphrasing Task**

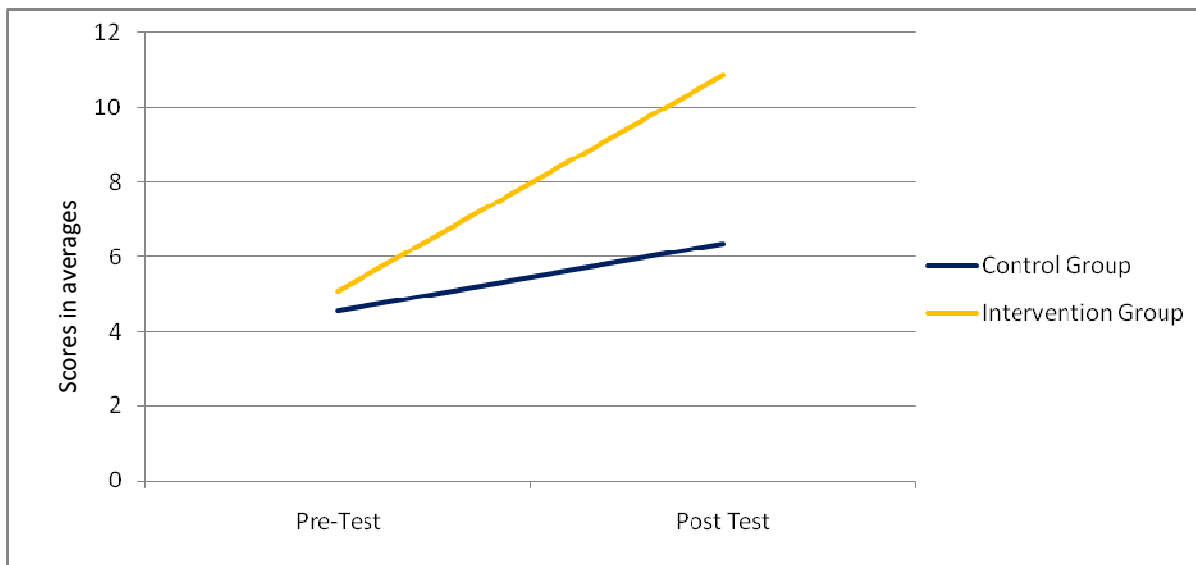
Observations of the groups average pre-test scores for paraphrasing display the intervention group performance to be minimally superior to the control group.



**Figure 5: Comparison of *Post Test* Averages Paraphrasing Task**

In the area of paraphrasing, trends for the intervention group indicate a greater difference of 4.5 in average score than the control group.





**Figure 6: Comparison of *Pre & Post Test* Averages of Paraphrasing**

Differences between the average scores prior to teaching and post the intervention indicate a greater improvement in paraphrasing, supporting the research prediction.

## DISCUSSION

The results demonstrate that the control group were more successful at creating synonyms in comparison to the intervention group as shown in figure 3: Comparison of *Pre & Post Test* Averages of Synonyms Task. The control group were not involved in the explicit teaching by the researcher yet they excelled at producing synonyms therefore the results disproved part of the research prediction. Possible factors that have influenced these results may be that the words on the Synonym task were read to the students in the control group whereas students who participated in the intervention program independently read each of the words. During the intervention, the control group were taught the meaning of synonyms and how to create alternative words, using the words from the Munro Synonym task. Another influence impacting on the results is the control group were able reference synonyms that were displayed around the classroom. Explicit instructions were given to the classroom teacher administering the pre and post tests to the control group, although the teacher used their own initiative.

Although the control group were better at synonyms, the intervention group displayed a greater improvement in paraphrasing (see figure 6: figure 6: Comparison of *Pre & Post Test* Averages of Paraphrasing). As stated earlier, the teaching of synonyms is an implication for the paraphrasing strategy, as students need to have a bank of vocabulary to be able to use the strategy effectively

(Harvey & Goudvis, 2000). However, this study has shown that although it is important to teach synonyms to increase students' word bank, it is only effective when students are taught how to use synonyms when paraphrasing, that students are able to transfer text into their own words. Fisk and Hurst (2003) support the insight by saying, "paraphrasing is not meant to be a word-by-word translation but rather a genuine rewriting concentrating on expressing the main ideas and supporting evidence..." Therefore, this study has proved the hypothesis that, *explicit teaching of synonyms and paraphrasing will improve the reading comprehension of Grade Two students.*

Katim & Harris' (1997) state that in the studies of the area of comprehension, "the paraphrasing strategy has been demonstrated to significantly increase reading of students with and without learning disabilities." The difference in the post testing results for paraphrasing (see figure 5: Comparison of *Post Test Averages Paraphrasing Task*) indicate that the intervention group were more successful at comprehending the text than the control group because they were able to translate and interpret the sentences in the test after reading by rewriting it in their own words. "One of the reasons paraphrasing for comprehension works so well is because it integrates all the models of communication, reading, writing, listening and speaking, which leads to a deeper understanding of the text" (Fisk & Hurst, 2003).

#### **Implications for teaching practice:**

- Further exposure in language experience and vocabulary building activities.
- Further explicit teaching of synonyms.
- Opportunities for students to continue to practise paraphrasing.
- The gradual release of teacher support method, spending additional time in areas depending on student needs.

#### **Future research:**

- The researcher to administer pre and post tests to both the control group and intervention group.
- Teaching Unit (twenty lesson sequence) - Repeating each session and then post testing students to compare results.
- Research in other comprehension strategies.
- Whole school research into paraphrasing for comprehension and comparing results across the levels.

## REFERENCES

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## APPENDICES

### Appendix 1: The Meaning Making Motor (Munro, 2006)

The Meaning Making Motor strategy assists students with visualising a sentence, using pre-existing knowledge, building a vocabulary bank and creating synonyms.

Step 1: Read the sentence and repeat the focus word/s.

Step 2: Visualise the sentence (imagine the event happening).

Step 3: Use the 'dictionary in your head' to think of other words, without changing the meaning of the word in the text.

Step 4: Reread the sentence and insert the new word/s.

Step 5: Check – “does the sentence make sense with the new word?” “Is the meaning of the sentence the same as it is in the book?”

### Appendix 2: TEACHING UNIT - 10 Lesson Sequence

Teaching Year Two students to create synonyms and paraphrase text after reading increases their comprehension ability.

*Teaching unit based on material presented in John Munro – Effective Literacy Intervention Strategies (2008)*

#### Session One – 60 mins

<b>Text:</b> Little Miss Spider at Sunny Patch School by David Kirk (fiction)
<b>Focus:</b> using the Meaning Making Motor to create synonyms
<b>Introduction:</b> <i>Today I am going to teach you how to work out the meaning of words, think of other words that have the same meaning by using the dictionary we have in our head.</i>
<b>Teacher:</b> <i>Step 1:</i> Read the text from start to finish. <i>Step 2:</i> Go back and select a sentence to write on the board/poster paper. <i>Step 3:</i> Underline a focus word. <i>Step 4:</i> Model using your Meaning Making Motor (see appendix 1). <i>Step 5:</i> Model making a list of synonyms for the focus word on the board/poster paper, repeating the process of using the Meaning Making Motor for each new word.  <ul style="list-style-type: none"><li>• Repeat steps 2-5</li></ul> <i>Step 6:</i> The teacher scribes the next sentence, from the text, on the board/poster paper and underlines a

focus word.
<p><b>Students:</b> (whole class)  <i>Step 1:</i> practise using their Meaning Making Motor with teacher prompting.  <i>Step 2:</i> teacher scribes student's responses (synonyms) above the focus word.</p> <ul style="list-style-type: none"> <li>• The teacher scribes the next sentence, from the text, on the board/poster paper and underlines a focus word.</li> <li>• Students repeat steps 1 and 2.</li> </ul>
<p><b>Teacher and students review action plan:</b>  <i>Lets us look at what I have done today. I have used my Meaning Making Motor to work out the meaning of words and used the dictionary in my head to brainstorm other words I know and use without changing the meaning of the sentence.</i></p> <ul style="list-style-type: none"> <li>• Teacher creates a Meaning Making Motor, step-by-step poster for a class display.</li> </ul>

**Session Two – 60 mins**

<b>Text:</b> Ladybird, Ladybird by Ruth Brown (fiction)
<b>Focus:</b> using the Meaning Making Motor to create synonyms
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Recall the previous session.</li> </ul> <p><i>I am going use my Meaning Making Motor to help me create a list of synonyms, that is, words that have the same meaning.</i></p> <ul style="list-style-type: none"> <li>• Recap the Meaning Making Motor strategy using the chart.</li> </ul>
<p><b>Teacher:</b>  <i>Step 1:</i> Read the text from start to finish.  <i>Step 2:</i> Go back and select a sentence to write on the board/poster paper.  <i>Step 3:</i> Underline a focus word.  <i>Step 4:</i> Model using your Meaning Making Motor.  <i>Step 5:</i> Model making a list of synonyms for the focus word on the board/poster paper, repeating the process of using the Meaning Making Motor for each new word.</p> <ul style="list-style-type: none"> <li>• Repeat steps 2-5</li> </ul> <p><i>Step 6:</i> The teacher scribes the next sentence, from the text, on the board/poster paper and underlines a focus word.</p>
<p><b>Students:</b> (small groups)  <i>Step 1:</i> practise using their Meaning Making Motor with teacher prompting.  <i>Step 2:</i> a student scribes the group's responses (synonyms).</p> <ul style="list-style-type: none"> <li>• The teacher scribes the next sentence, from the text, on the board/poster paper and underlines a focus word.</li> </ul>

- Students repeat steps 1 and 2.

**Teacher and students review action plan:**

*Let's look at what we did today. We used our Meaning Making Motor to create synonyms. Creating synonyms help us to understand what we are reading and remember what we have read.*

- Define the word 'synonyms' with the students and add to class display.

**Session Three – 60 mins**

**Text:** Butterfly Kisses (fiction)

**Focus:** using the Meaning Making Motor to create synonyms

**Introduction:**

*We will use our Meaning Making Motor to create synonyms because when we create synonyms it help us to understand what we are reading and helps us to remember what we have read.*

**Teacher:**

*Step 1:* Read the text from start to finish.

*Step 2:* Use the text to select a sentence and write it on the board/poster paper.

*Step 3:* Underline two focus words.

*Step 4:* Model using your Meaning Making Motor.

*Step 5:* Model making a list of synonyms for the focus words on the board/poster paper, repeating the process of using the Meaning Making Motor for each new word.

*Step 6:* The teacher scribes the next sentence, from the text, on the board/poster paper and underlines two focus words.

**Students:** (with a partner)

*Step 1:* use the Meaning Making Motor strategy.

*Step 2:* student writes synonyms.

- The teacher scribes the next sentence, from the text, on the board/poster paper and underlines two focus words.
- Students repeat steps 1 and 2.

**Teacher and students review action plan:**

- Teacher asks questions: “*how do we create synonyms?*” and “*why do we create synonyms?*”
- The students verbalise the strategies they used to a partner and justify their reasons.

**Session Four – 60 mins**

**Text:** The Buggliest Bug (fiction)

**Focus:** using the Meaning Making Motor to create synonyms.

**Introduction:**

*Today, we are going to practise making synonyms with as many words in the sentence as we can.*

**Teacher:**

*Step 1:* Read the text from start to finish.

*Step 2:* Select a sentence from the text and write it on the board/poster paper.

<p><i>Step 3:</i> Underline three to four focus words.  <i>Step 4:</i> Model using your Meaning Making Motor.  <i>Step 5:</i> Write the synonyms above the focus words, repeating the process of using the Meaning Making Motor for each word.  <i>Step 6:</i> The teacher scribes the next sentence, from the text; on the board/poster paper and underlines three/four focus words.</p>
<p><b>Students:</b> (independently)  <i>Step 1:</i> use the Meaning Making Motor strategy.  <i>Step 2:</i> student writes synonyms above three of the focus words.</p> <ul style="list-style-type: none"> <li>• The teacher scribes the next sentence, from the text, on the board/poster paper and underlines four focus words.</li> </ul> <p><i>Step 3:</i> use the Meaning Making Motor strategy.  <i>Step 4:</i> student writes synonyms above four of the focus words.</p>
<p><b>Teacher and students review action plan:</b>  Discussion question: <i>How might synonyms help us when we read?</i></p> <ul style="list-style-type: none"> <li>• Students record responses and share with the class.</li> </ul>

**Session Five – 60 mins**

<p><b>Text:</b> Eight Year Old Hero Saves Her Father (fiction) Comet magazine</p>
<p><b>Focus:</b> generating synonyms to assist with paraphrasing text.</p>
<p><b>Introduction:</b>  <i>After I finish reading, I am going to ‘go-back’ to the first sentence and change as many words as I can for other synonyms. Once I have changed as many words into synonyms, I will then check to make sure that the sentence makes sense and that it has the same meaning as the information I have read.</i></p>
<p><b>Teacher:</b>  <i>Step 1:</i> Read the text from start to finish.  <i>Step 2:</i> reread the first sentence.  <i>Step 3:</i> Model the thinking process for generating synonyms for as many words as possible in the sentence.  <i>Step 4:</i> write the synonyms above the words in the sentence.  <i>Step 5:</i> read the sentence aloud by including the synonyms instead of the author’s word.  <i>Step 6:</i> model verifying that the paraphrasing makes sense and that the meaning is similar to the original text.  <i>Step 7:</i> read the next sentence.</p> <ul style="list-style-type: none"> <li>• Repeat steps 3-6.</li> </ul>
<p><b>Students:</b> (whole class)  <i>Step 1:</i> Teacher and students read the next sentence aloud.  <i>Step 2:</i> Teacher asks students to assist by thinking of synonyms to replace the text.  <i>Step 3:</i> Teacher writes the students responses above the words in the sentence.  <i>Step 4:</i> Teacher asks volunteers to have-a-go at orally paraphrasing the sentence, using the synonyms.  <i>Step 5:</i> Teacher asks “<i>Does that make sense?</i>” “<i>Does our sentence have the same meaning as the writing?</i>”</p> <ul style="list-style-type: none"> <li>• Repeat steps 1-5</li> </ul>

<p><b>Teacher and students review action plan:</b>  Teacher and students discuss the meaning of paraphrasing. The teacher records a class definition for paraphrasing on a poster and adds it to the classroom display.</p>
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**Session Six – 45 mins**

<p><b>Text:</b> Ants (non-fiction) enlarged photocopied text</p>
<p><b>Focus:</b> generating synonyms to assist with paraphrasing text.</p>
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Recap the meaning of paraphrasing.</li> </ul> <p><i>Today I am going to read the information about snails and then paraphrase a sentence. Paraphrasing will help me to understand what I have read because it is in my own words.</i></p>
<p><b>Teacher:</b></p> <p>Step 1: Read the entire text.  Step 2: Reread the first sentence.  Step 3: Model changing as many words in the sentence into synonyms.  Step 4: Orally, model paraphrasing the sentence.  Step 5: reread the next sentence.  Step 6: model creating synonyms by writing them above the words in the sentence.  Step 7: orally, model paraphrasing the written text.</p>
<p><b>Students:</b> (in small groups)</p> <p>Step 1: read the next sentence.  Step 2: write synonyms above the written text.  Step 3: orally paraphrase the sentence using the synonyms.</p> <ul style="list-style-type: none"> <li>Repeat steps 1-3 with teacher prompting.</li> </ul>
<p><b>Teacher and students review action plan:</b></p> <p>Discussion question: <i>How might paraphrasing help you with your reading?</i></p> <ul style="list-style-type: none"> <li>Teacher records students' responses and add chart to class display.</li> </ul>

**Session Seven – 45 mins**

<p><b>Text:</b> Snails (non-fiction) enlarged, photocopied text</p>
<p><b>Focus:</b> generating synonyms to assist with paraphrasing text.</p>
<p><b>Introduction:</b></p> <p>Recap the meaning and purpose of paraphrasing after reading.</p>
<p><b>Teacher:</b></p> <p>Step 1: Read the entire text.  Step 2: Reread the first sentence.  Step 3: Model changing as many words in the sentence into synonyms.  Step 4: model paraphrasing the sentence aloud.  Step 5: model checking that the meaning is clear and comparable to the text.</p>



<p>Step 6: reread the next sentence.  Step 7: model changing as many words in the sentence into synonyms.  Step 8: paraphrase the sentence aloud.  Step 9: model checking that the meaning is clear and comparable to the text.</p>
<p><b>Students:</b> (with a partner)  Step 1: Read the photocopied text.  Step 2: Reread two sentences.  Step 3: Change as many words using synonyms and write the synonym above the text.  Step 4: paraphrase the sentence to their partner.  Step 5: Check the meaning.</p> <ul style="list-style-type: none"> <li>• Repeat steps 2-5</li> </ul>
<p><b>Teacher and students review action plan:</b></p> <ul style="list-style-type: none"> <li>• Discussion question: <i>what strategies did you use while you were paraphrasing?</i></li> <li>• Students record their strategies by listing the actions they performed when paraphrasing.</li> </ul>

**Session Eight – 60 mins**

<p><b>Text:</b> Insects (non-fiction) enlarged and photocopied text</p>
<p><b>Focus:</b> generating synonyms to assist with paraphrasing text.</p>
<p><b>Introduction:</b>  Play Synonym Memory game: students match cards with the same meaning.</p>
<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Model paraphrasing:</li> </ul> <p>Step 1: read the text from start to finish.  Step 2: reread each paragraph.  Step 3: create synonyms.  Step 4: rewrite the paragraph in their own words.  Step 5: Check the meaning and edit.</p>
<p><b>Students:</b> (with a partner)  Step 1: read the text from start to finish.  Step 2: reread each sentence/paragraph.  Step 3: create synonyms.  Step 4: write the paragraph in their own words.  Step 5: Check the meaning and edit.</p>
<p><b>Teacher and students review action plan:</b>  Teacher and students sequence a series of flashcards, for ‘how to paraphrase.’ That is:</p> <ul style="list-style-type: none"> <li>• Read the whole story.</li> <li>• Reread each sentence/paragraph.</li> <li>• Change as many words into synonyms.</li> <li>• Paraphrase the sentences.</li> <li>• Check the meaning and edit.</li> </ul>

### Session Nine – 60 mins

<b>Text:</b> Mini beasts – Millipedes (non-fiction)
<b>Focus:</b> paraphrasing and comprehension (literal)
<b>Introduction:</b> <i>Today I will teach you to find the main idea or point in the sentence that you read so that you can put it in your own words.</i>
<b>Teacher:</b> Step 1: read the paragraph aloud. Step 2: model thinking aloud, identifying the main point, interpreting the sentence, (“what is the most important event/information in this sentences?”) Step 3: model writing a paraphrased sentence using synonyms. Step 4: model checking that the meaning is maintained.
<b>Students:</b> (independently) Step 1: read the text from start to finish. Step 2: reread each paragraph. Step 3: find the important part of the sentences/paragraph. Step 4: create synonyms for words in the sentence. Step 4: write the sentence/paragraph in their own words. Step 5: Check the meaning is maintained.
<b>Teacher and students review action plan:</b> Discussion question: <i>How can we work out what the main point or idea of the sentence/paragraph is? What does it mean to put it in your own words?</i>

### Session Ten – 60 mins

<b>Text:</b> The Very Hungry Caterpillar by Eric Carle (fiction)
<b>Focus:</b> paraphrasing and comprehension (dispositional level)
<b>Introduction:</b> Discuss the importance of how paraphrasing helps us to remember the author’s message, the lesson or moral of the story.
<b>Teacher:</b> Step 1: read text from start to finish. Step 2: model thinking aloud using the key words in the text to identify the main points, the author’s intentions or the lesson the story is teaching us. Step 3: model writing about the author’s role in delivering the text.
<b>Students:</b> (independently read Giant by June Crebbin) Step 1: read the text from start to finish. Step 2: find the key words to identify the purpose of the story. Step 3: write about the author’s message in your own words.
<b>Teacher and students review action plan:</b> Self-reflection: <i>How do you feel about paraphrasing? What is useful about paraphrasing? How has paraphrasing helped you with your reading? How do you feel about your reading?</i>

**Appendix 3: Participant Information and Raw Scores.**

Name	Control = 0 Teaching =1	Age in MONTHS	Gender 0=Male 1=Female	Years of Schooling	ESL No=0 Yes=1	LNSLN funding 0=SLD 1=ID 2=Asp 3=CP	Earlier Intervention No=0 RR=1 Bridges=2 ERIK=3...	Reading Level	Attendance No. of sessions	Synonyms PRE -TEST	Synonyms POST TEST	Paraphrasing PRE- TEST	Paraphrasing POST TEST
A	1	89	F	2	0		0	28	10	11	9	6	12
B	1	99	M	2	1		0	28	10	11	16	16	23
C	1	97	F	2	0		0	28	10	14	16	7	14
D	1	91	M	2	0		1	22	10	11	13	0	4
E	1	90	M	2	1		0	28	10	12	14	10	15
F	1	94	F	2	0		0	28	10	20	23	5	20
G	1	96	M	2	0		0	28	10	9	15	7	16
H	1	96	F	2	0		0	28	10	20	19	14	28
I	1	87	F	2	0		1	22	10	7	9	0	2
J	1	88	F	2	0		0	28	8	12	15	10	18
K	1	90	M	2	1		0	28	10	13	15	2	17
L	1	97	M	2	0		0	22	10	8	9	1	3
M	1	89	F	2	0		1	28	10	12	14	9	12
N	1	92	M	2	1	3	0	27	10	9	12	5	7
O	1	91	M	2	0		0	28	10	19	14	6	13
P	1	92	F	2	0		0	27	10	10	11	4	7
Q	1	90	F	2	0		1	23	10	12	10	0	1
R	1	90	F	2	0		1	23	10	6	11	1	4
S	1	88	M	2	0		0	27	10	4	9	1	3
T	1	91	M	2	0		0	27	10	7	13	0	2
U	1	85	F	2	0		0	28	8	12	20	6	15
V	1	88	F	2	1		0	28	10	11	9	3	4
W	1	88	F	2	0		0	28	10	13	15	4	10
AA	0	83	F	2	0		1	22	0	12	12	1	2
BB	0	89	F	2	0		0	28	0	22	12	4	11
CC	0	94	M	2	0		0	28	0	5	8	2	11
DD	0	93	M	2	0		0	28	0	13	21	5	11
EE	0	88	M	2	0		0	28	0	17	24	13	11
FF	0	93	M	2	0		0	28	0	14	23	4	9
GG	0	89	F	2	0		0	28	0	13	23	9	7
HH	0	96	M	2	0		0	28	0	18	22	5	5
II	0	95	F	2	0		0	28	0	14	24	6	8
JJ	0	89	F	2	0		0	28	0	12	19	6	1
KK	0	95	M	2	0	0	0	28	0	10	24	0	8
LL	0	86	F	2	0		0	28	0	11	20	7	15
MM	0	86	F	2	0		0	28	0	12	20	1	0
NN	0	89	F	2	1		0	23	0	12	15	1	0
OO	0	96	F	2	0		0	28	0	16	15	6	14

<b>PP</b>	0	97	<b>F</b>	2	0		0	28	0	7	15	3	1
<b>QQ</b>	0	95	<b>F</b>	2	0		0	28	0	8	17	4	4
<b>RR</b>	0	88	<b>M</b>	2	0		1	23	0	18	19	6	4
<b>SS</b>	0	90	<b>M</b>	2	0		0	28	0	11	17	8	2
<b>TT</b>	0	86	<b>M</b>	2	0		0	28	0	19	19	10	12
<b>UU</b>	0	93	<b>M</b>	2	0		0	28	0	11	18	0	0
<b>VV</b>	0	87	<b>F</b>	2	0		0	26	0	11	20	1	8
<b>WW</b>	0	86	<b>M</b>	2	1		0	28	0	5	13	3	2