

Explicit teaching of paraphrasing using synonyms to Year 6 students improves their comprehension skills, their ability to paraphrase and their knowledge of synonyms.

Abstract

Good text decoders are not always proficient at comprehending what they are reading. Many students in Years 3 to 6 display high levels of reading accuracy and fluency, but have difficulties answering questions about the text and retelling what they have just read.

The hypothesis of this study is that explicit teaching of paraphrasing using synonyms to Year 6 students improves their comprehension skills, their ability to paraphrase and their knowledge of synonyms. Research on the development of comprehension skills suggests that students' comprehension skills improve when they receive explicit instruction of comprehension strategies to support them. Furthermore, metacognitive interventions, such as an acronym, help to develop processing strategies to promote a student's engagement with the text. In this study students were taught an acronym, RIP, to help them remember the strategy.

This study compared the results of two groups of students: a control group of five students, and the teaching group of five students who were taught to paraphrase the text using synonyms. Results indicate support for the hypothesis, with all students in the teaching group making significant improvement in their ability to paraphrase and their knowledge of synonyms, and 80% improving their comprehension score.

The results suggest that explicit teaching of paraphrasing text, with synonyms and the RIP acronym, should be taught to students to improve their ability to paraphrase, their knowledge of synonyms and their comprehension skills.

1. Introduction

The skills of decoding and comprehending the written word are paramount to students' success at school. The inability of students to engage with all areas across the curriculum due to literacy difficulties is compounded in late primary and secondary school and a major area of concern for many teachers. Munro (2003) states that "*students who have difficulty converting written information to knowledge are at a severe disadvantage in the world of the twenty first century.*"(p.327) As educators, it is an ongoing challenge for us to equip our students for the future with strategies that allow them to access a range of information sources.

Many students in late primary school who are good decoders can have difficulties with comprehension. These students can be accurate decoders and fluent readers, but are unable to retell the main ideas and supporting details of the text in the correct sequence. Even though they can locate literal information in the text, often they experience real difficulties with their inferential comprehension. These problems with their 'higher order' comprehension skills have a profound impact on their learning across all areas of the curriculum.

Fisk and Hurst (2003) state that "*Paraphrasing for comprehension is an effective reading strategy that helps students process and comprehend what they are reading and learning*"(p.184). For the current study, the Macquarie Dictionary defines paraphrasing as a "*restatement of the sense of a text or passage.*" Fisk and Hurst (2003) promote paraphrasing as a comprehension strategy that requires students to listen, read, write and speak. The four steps to the strategy start with (1) reading the text and then discussing it, (2) reading again and taking notes, (3) writing a paraphrase from notes, (4) sharing paraphrases with a peer. Fisk and Hurst state that "*When they (students) use a strategy that incorporates all modes of communication including reading, writing, listening and speaking, students are more likely to remember the material*"(p.184).

Hagaman and Reid (2008) discuss the "RAP" paraphrasing strategy (Schumaker, Denton, & Deshler, 1984) as a way to improve reading comprehension, which also incorporates the four modes of communication. Despite the need to teach students how to improve their comprehension skills, Hagaman and Reid (2008) indicate that recent research shows that most reading instruction still focuses on content and foundational skills rather than explicit teaching of comprehension skills (Langer, 2001). Furthermore, explicit instruction in comprehension strategies can be effective in helping students with difficulties understanding text (Graham & Bellert, 2004).

Katims & Harris (1997) discuss the research that explains how metacognitive interventions help to develop processing strategies to promote a student's engagement with the text. The "RAP" paraphrasing strategy (Schumaker, Denton, & Deshler, 1984) is a comprehension strategy that uses a metacognitive technique to trigger the student's self talk to actively apply the steps of the strategy and thus help them to gain a better understanding of the text. The RAP acronym is used to help students remember this paraphrasing strategy:

Read the text.

Ask yourself questions about the main ideas and details.

Put the ideas into your own words and try to change as many words as you can

This study of ten year 6 students focuses on the effectiveness of twelve sessions of explicit teaching of a comprehension strategy, specifically a metacognitive technique that will trigger cognitive selftalk about putting into practice the steps of the strategy. For this study, the acronym **RIP** is used instead of **RAP**, due to a suggestion made by Student D in session 3, when the acronym **RAP** was first introduced to the students. The rest of the group were very enthusiastic about his suggestion to create our own acronym, so the **RIP** acronym was used for all the sessions on paraphrasing.

Read the paragraph

Identify the main idea and key words

Put it in your own words using synonyms

This present study seeks to investigate whether the explicit teaching of paraphrasing and synonyms, using an acronym RIP, based on the Schumaker et al. (1984) model, will improve the students' comprehension and paraphrasing skills and their knowledge and use of synonyms.

2. Method

Design

This naturalistic study uses OXO design. Year 6 students are monitored for improvements in their comprehension of text and their ability to paraphrase the text using synonyms. There are two groups of students used in this study; namely, a control group and the teaching group. The teaching group received explicit teaching of synonyms and paraphrasing by the Literacy Intervention Teacher.

Participants

The students in this study are in Year 6 and aged between 11-13 years. The students in the teaching group and the control group currently receive literacy intervention to support them with their comprehension skills; in particular, their inferential comprehension. Table 2 summarises the details of the participants included in the present study.

Table 2 Details of Participants

Students teaching group	Age	Years of Schooling	ESL	* LNSLN funded
A	11yrs 10 mths	7	No	** SLD
B	11yrs 8 mths	7	Yes	No
C	11yrs 8 mths	7	No	No
D	12yrs 4 mths	7	No	No
E	12yrs 6 mths	7	No	No
control group				
F	12yrs 0 mths	7	No	*** ID
G	11yrs 11 mths	7	Yes	** SLD
H	12yrs 8 mths	7	No	No
I	11yrs 9 mths	7	No	No
J	11yrs 6 mths	7	Yes	No

* Literacy Numeracy Special Learning Needs – funded by the Catholic Education Office Melbourne

** SLD - Severe Language Disorder

*** ID – Intellectual Disability

Materials

The following materials were used to pre-test and post-test the students:

- TORCH – Tests of Reading Comprehension – *Lizards Love Eggs & The Cats*;
- John Munro’s Paraphrasing Task – Group Administration;
- John Munro’s Synonyms Task – Group Administration.

The following resources were used for the teaching sessions:

- Set of dictionaries;
- Set of thesauruses;
- Texts - Key into INFERENCE copymasters (Appendix 3);
- RIP strategy on a poster for the classroom;
- RIP strategy – individual copy for each student (Appendix 4);
- Concentration Game Flashcards of synonyms.

Procedure

For this study the students were pre and post tested with TORCH (2003), and John Munro’s Synonyms and Paraphrasing Tests – Group Administration (2005). Appendix 1 shows the students’ ages, and pre and post testing results.

The teaching sessions were adapted from John Munro’s Comprehension-Paraphrasing teaching strategy (2005). The students were instructed to read each sentence, identify and highlight key words, brainstorm and list synonyms to replace these key words, and finally, to use these synonyms to say the text in their own words. The acronym RIP was used to reinforce the strategy of paraphrasing. Initially, the teacher and students paraphrased the text together orally. By the twelfth session, the students were paraphrasing the sentences independently in writing. At the end of every session, students were encouraged to reflect on and articulate what they had learnt during the session.

The students in the teaching group were withdrawn from the class literacy session by the Literacy Intervention Teacher over a three-week period for the twelve sessions. The duration of the teaching sessions varied between 30 and 40 minutes.

Students in the control group were from another Year 6 class. The class teacher was asked not to teach the students paraphrasing and synonyms during this three-week period.

3. Results

Teaching Group

The results of the teaching group support the hypothesis that the students’ ability to paraphrase and comprehend text would improve, by explicit teaching of paraphrasing text using synonyms (Appendix 1). The teaching group showed improvement in their TORCH scores (Figure 1), their synonyms scores (Figure 2) and their paraphrasing scores (Figure 3).

Control Group

The control group's improvements were less significant than the teaching group's scores, and post test scores indicate a regression in scores (5 times) and no improvement in scores (3 times) for some students. The post-testing results for the control group show both minimal growth and/or regression in post testing scores.

It should be noted that the students' classroom teacher was replaced during the project due to unforeseen circumstances. This possibly affected the students and could have had an effect on the post-testing results.

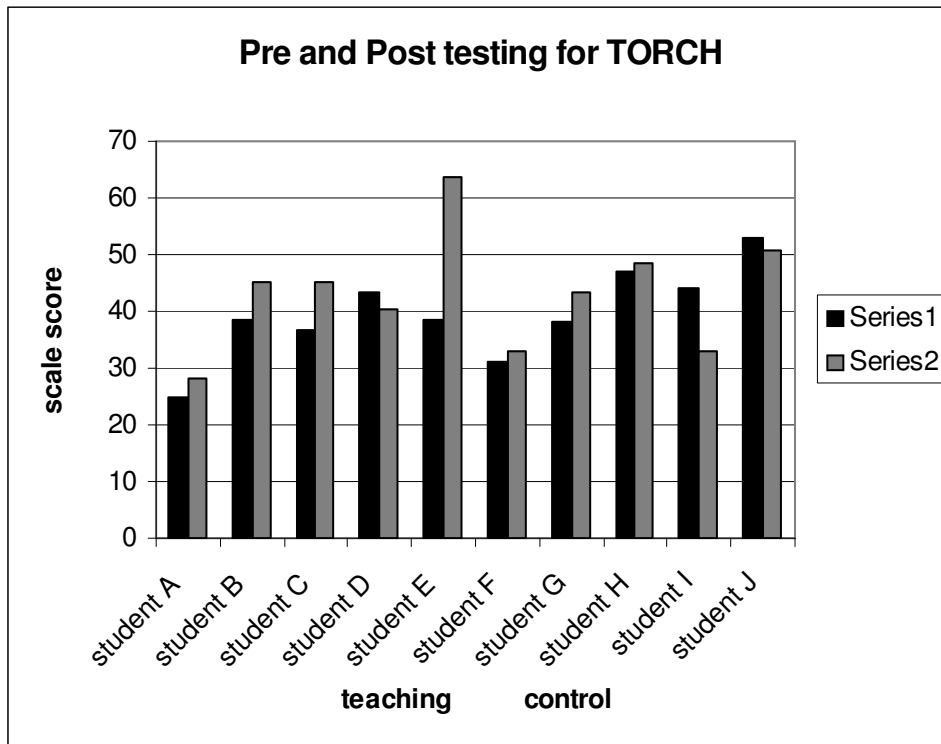


Figure 1. Pre and post testing for TORCH

Teaching Group
Students A – E

Control Group
Students F – I

From Figure 1 we note that 80% of students in the teaching group improved their TORCH scores, compared to 60% of the control group. Also, the improvements in the teaching group were more significant; in particular Student E who showed a 66% increase in the test results.

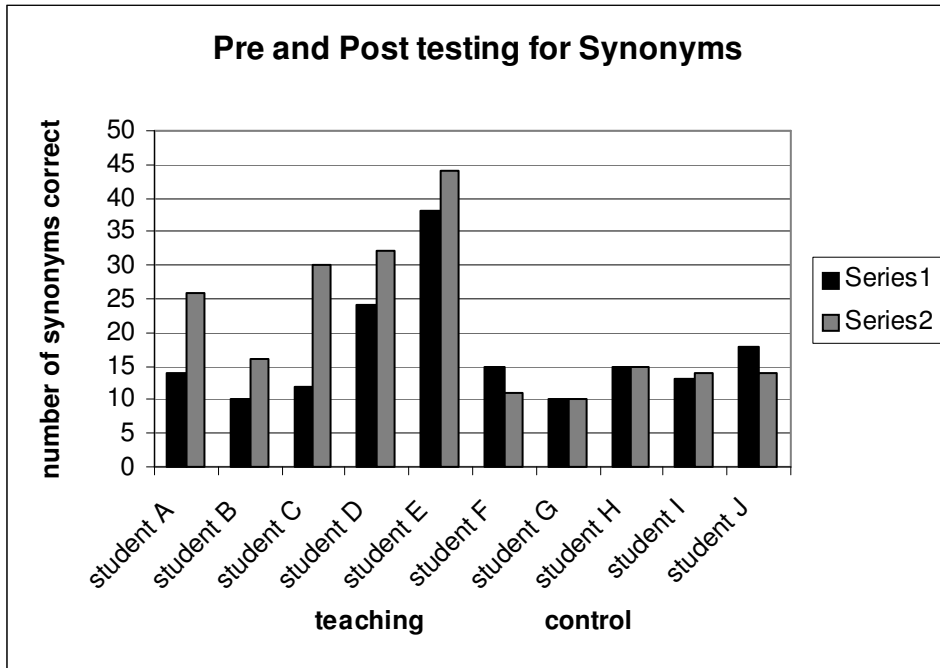


Figure 2. Pre and post testing for Synonyms
 Teaching Group Control Group
 Students A – E Students F – I

The improvement in the teaching group students' knowledge of synonyms (see Figure 2) is more significant than the improvement in the control group students. For example, 100% of the students in the teaching group improved their knowledge of synonyms compared to a 20% improvement in the control group, with 40% of the students scoring lower in the post-test, and 40% scoring the same score as the pre-test.

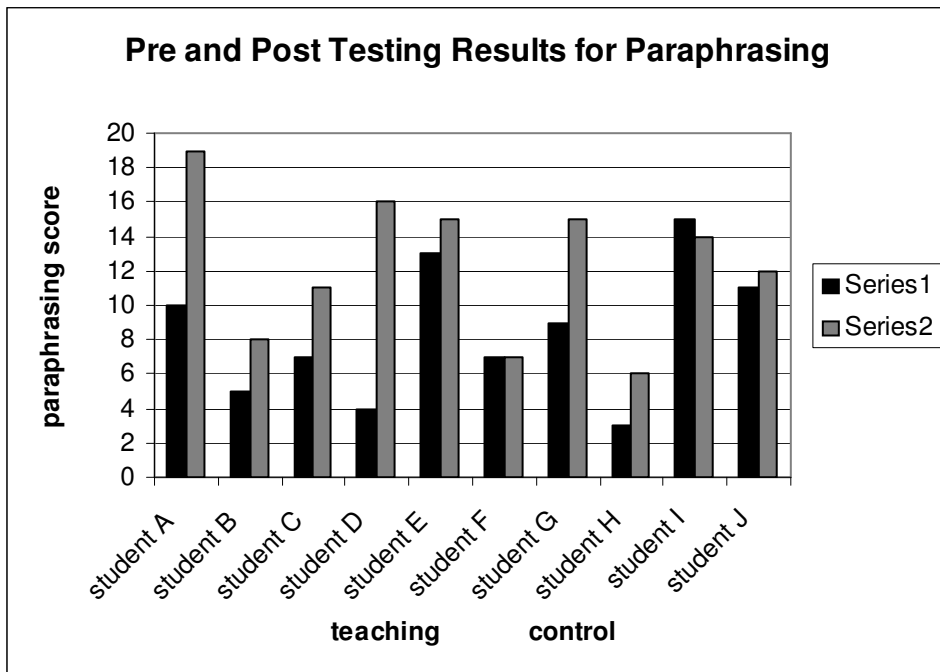


Figure 3. Pre and post testing results for Paraphrasing
 Teaching Group Control Group
 Students A – E Students F – I

From Figure 3 we note that 100% of the teaching group students improved in their ability to paraphrase, compared to 60% of the control group students. It is also apparent that 20% of the control group showed no improvement and 20% showed a decrease in the post-test score. The results for students A and E show significant improvement in their ability to paraphrase.

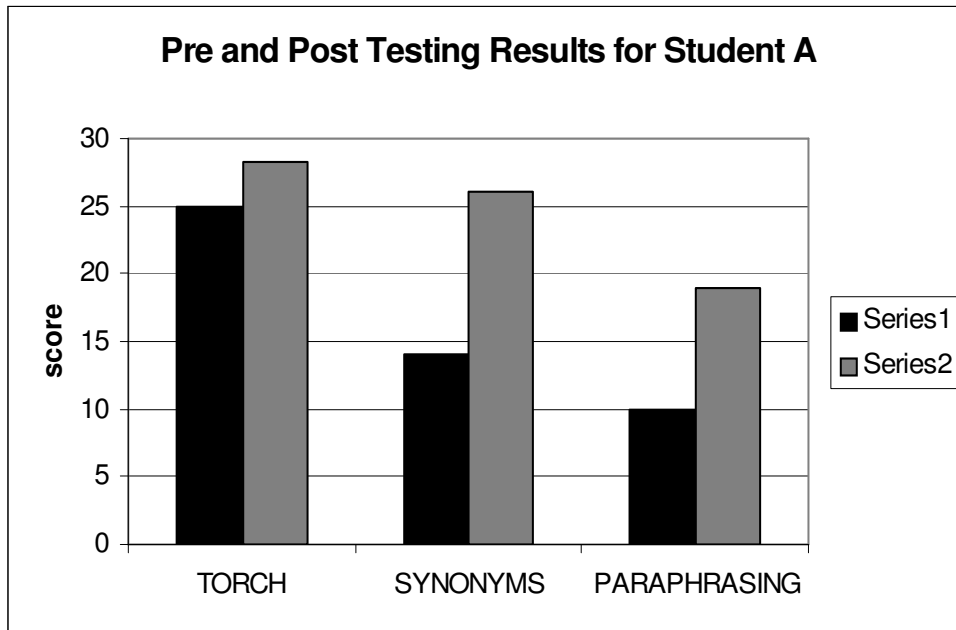


Figure 4. Pre and post testing results for Student A

Student A showed improvement in all his post-testing scores; however, his TORCH improvement was minimal (see Figure 4). The improvements in his knowledge of synonyms and his ability to paraphrase were significant with 86% and 90% gains, respectively.

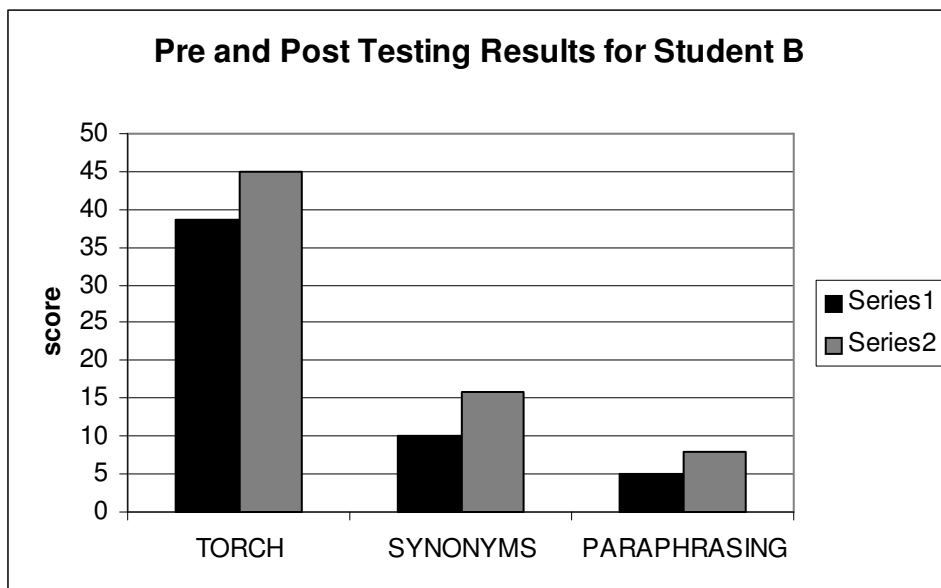


Figure 5. Pre and post testing results for Student B

Student B showed an increase in all her post-test scores (see Figure 5).

Her TORCH post-test score shows a 17% improvement with a 60% increase in both her synonyms and paraphrasing scores.

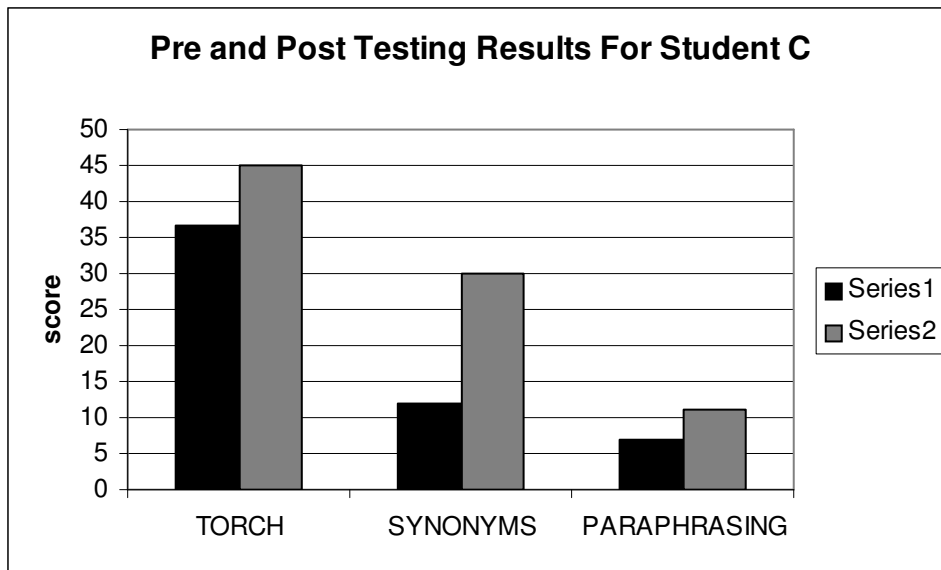


Figure 6. Pre and post testing scores for Student C

Student C showed an increase in all her post-test scores (see Figure 6). Student C showed significant gains in her knowledge of synonyms, with a 150% increase in her score, and a 57% increase in her paraphrasing score.

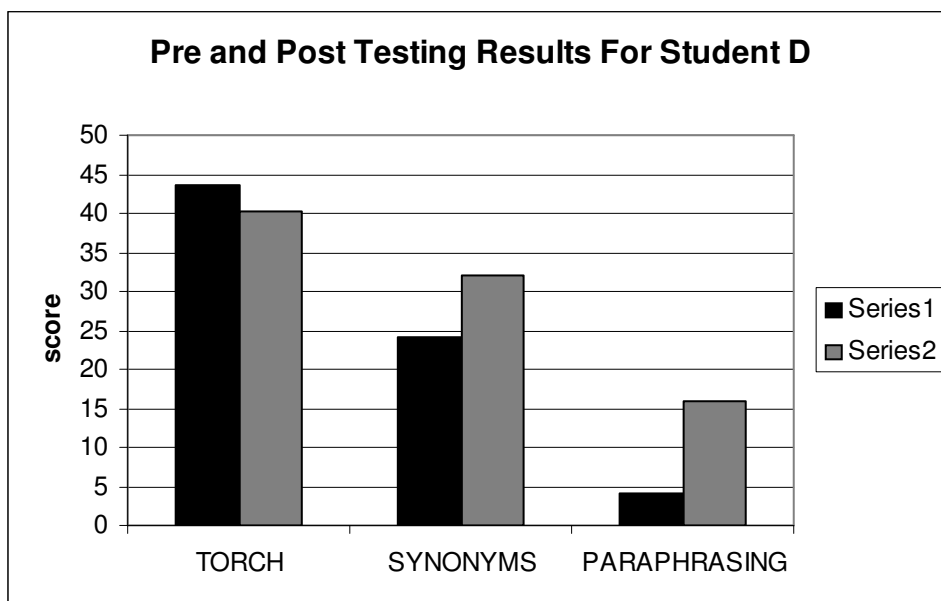


Figure 7. Pre and post testing results for Student D

Student D demonstrated some surprising outcomes (see Figure 7). His post-testing results for Torch showed a regression in his comprehension of the text, whereas there was a 33% increase in his synonyms score and a significant improvement (300%) in his paraphrasing score. Considering this student complained about the repetition of the teaching sessions and started to lose focus and enthusiasm for the strategy by the final sessions, the improvement in his ability to paraphrase is surprising.

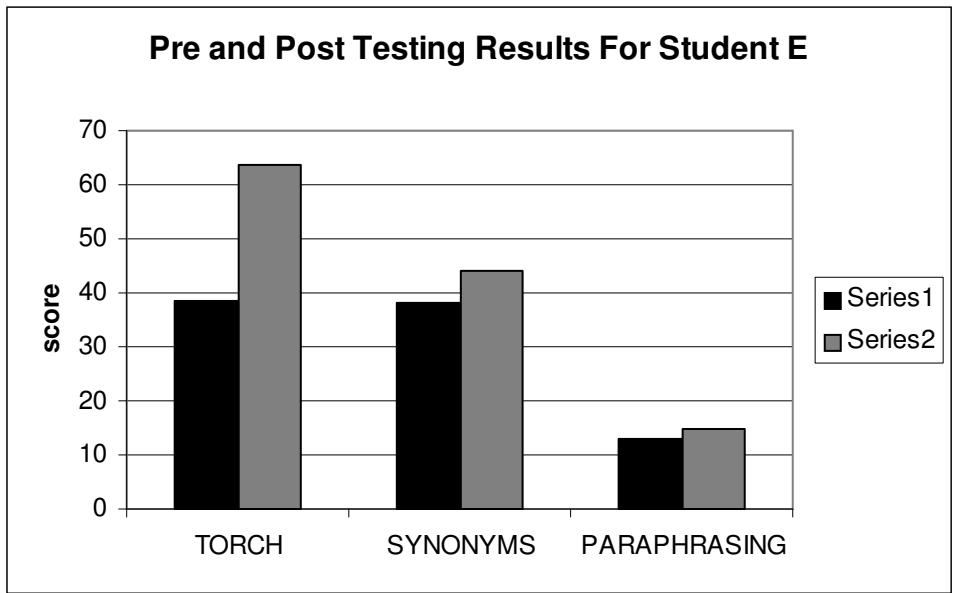


Figure 8. Pre and post testing results for Student E

Student E demonstrated surprising outcomes with a 66% improvement in his TORCH scores (see Figure 8). This student was very focused during the teaching sessions and was always able to complete the individual paraphrasing tasks. From session one, he was able to articulate the procedure for paraphrasing and the RIP acronym. However, the improvement in his synonyms and paraphrasing scores are minimal, with 16% and 15% increases, respectively.

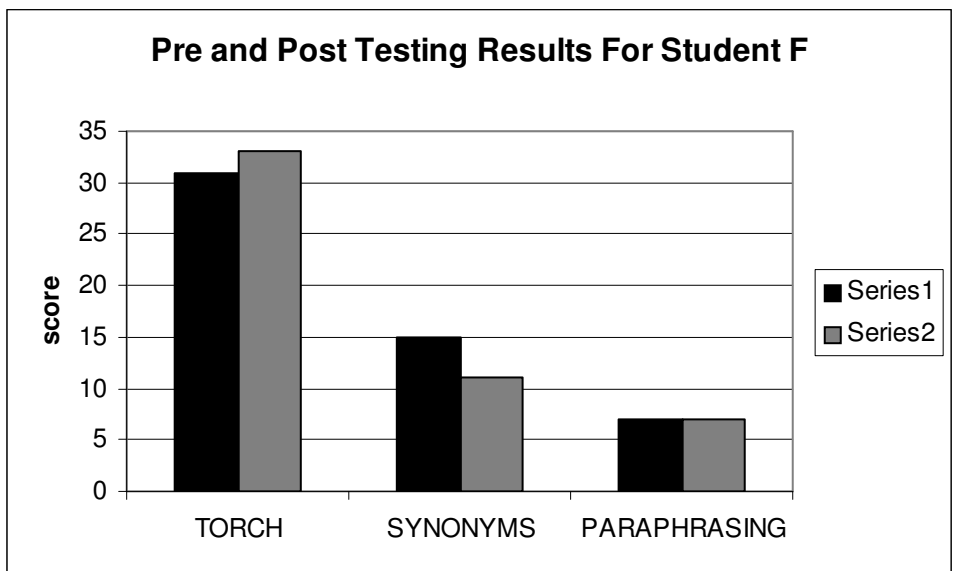


Figure 9. Pre and post testing results for Student F

Student F improved her TORCH score, but showed a decrease in her synonyms score and no improvement in her ability to paraphrase (see Figure 9).

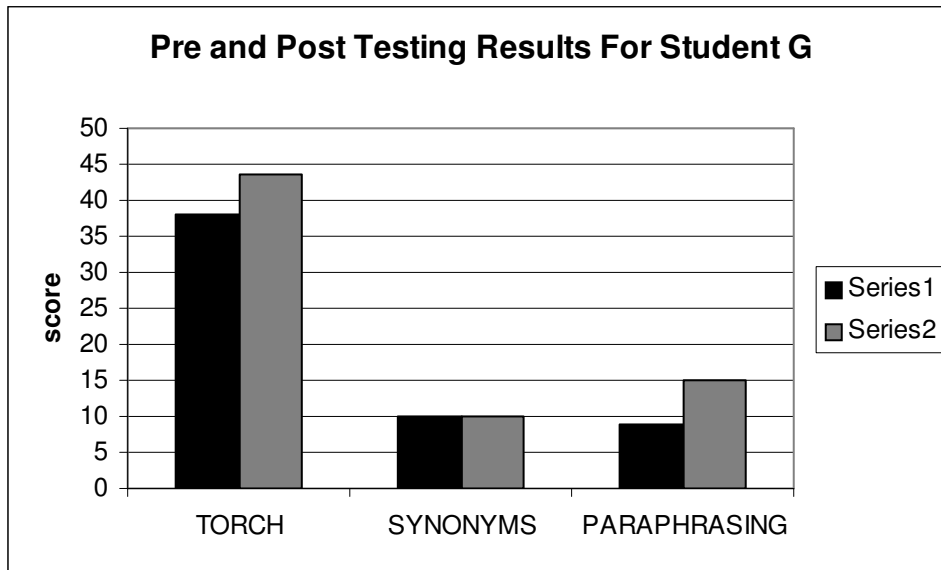


Figure 10. Pre and post testing results for Student G

Student G made improvements in his TORCH score (15%) and paraphrasing score (67%), but there was no improvement in his synonyms score (see Figure 10).

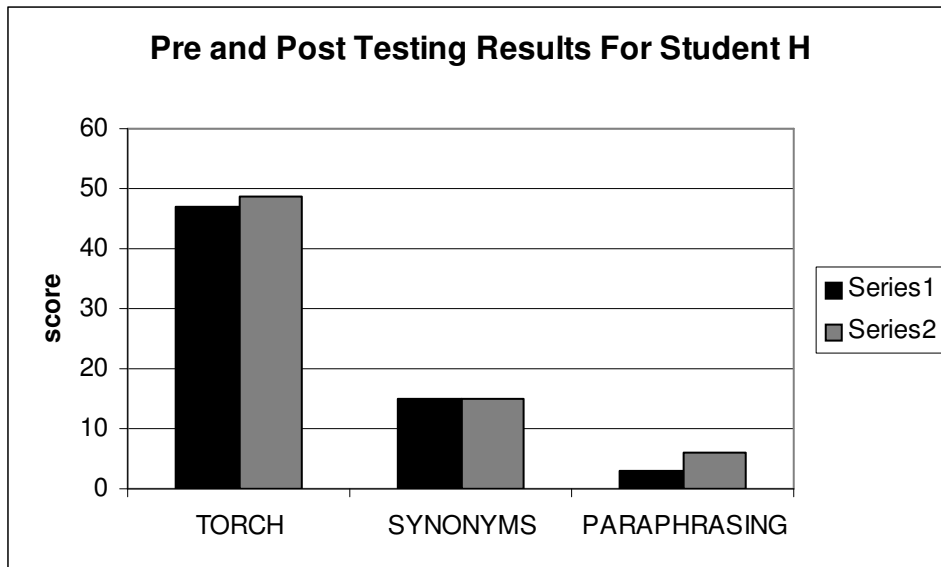


Figure 11. Pre and post testing results for Student H

There was a minimal improvement in Student H's TORCH score (4%), and no improvement in her synonyms score (see Figure 11). The 100% increase in her paraphrasing score is misleading because the data set was small.

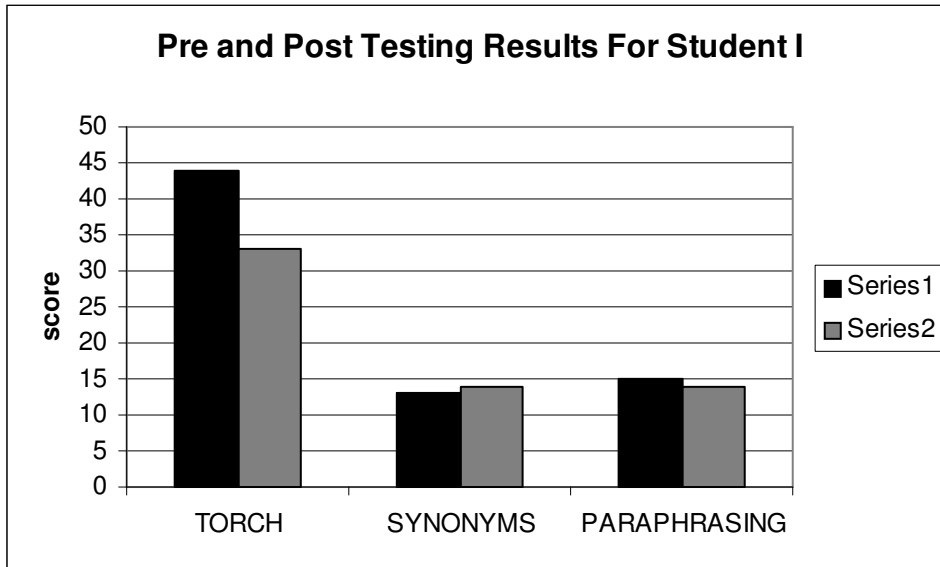


Figure 12. Pre and post testing results for Student I

Student I's scores (see Figure 12) demonstrate a decrease in both his TORCH (-25%) and paraphrasing scores (-7%) and a minimal increase in his synonyms score (8%).

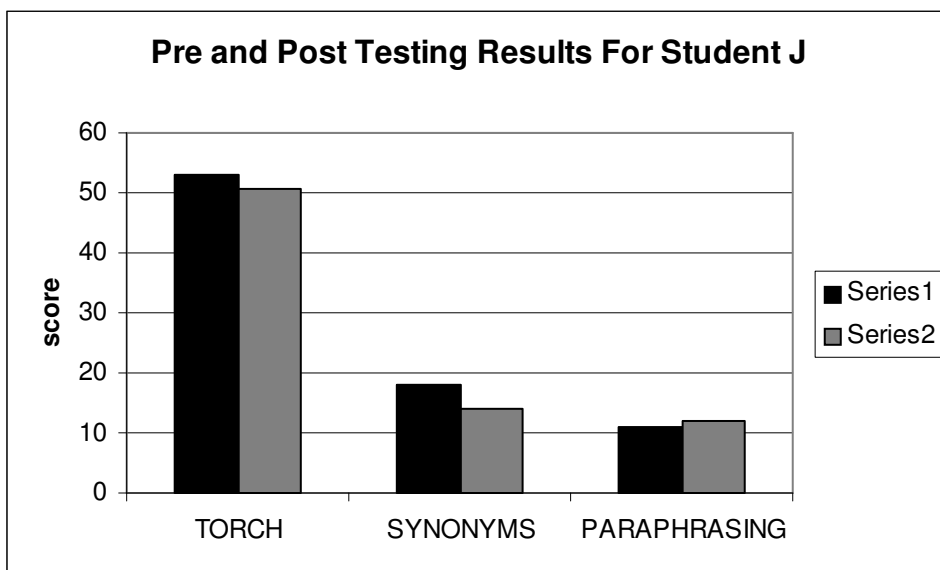


Figure 13. Pre and post testing results for Student J

Student J's TORCH (-5%) and synonyms scores (-22%) decreased and he showed minimal improvement in his paraphrasing score (9%) (see Figure 13).

4. Discussion

The findings of this project show that the explicit teaching of synonyms, and the RIP paraphrasing strategy, can produce significant improvement in the students' knowledge of synonyms, and their ability to paraphrase using synonyms. The students' TORCH scores also increased, which suggests that the students' comprehension skills also improved. The findings of the current study support the research of previous studies by Hagaman and Reid (2008), Katims and Harris (1997) and Schumaker, Denton, and Deshler (1984) who promote the RAP paraphrasing strategy as a way to improve comprehension skills.

In the present study, the increases in the TORCH scores were not as significant as the synonyms and paraphrasing scores. This is probably due to the fact that the students did not have explicit teaching of the skill measured in the TORCH tests, which is completing a cloze about a text. The students were not given a strategy to learn, an acronym to support them, and did not have regular opportunities in a small group to practise, discuss, and reflect on the strategies presented to them.

Many schools use the students' TORCH scores to measure their comprehension skills, with the students pre-tested in February and post-tested in September. The format of the TORCH tests are cloze passages. From observation of the wide range of strategies used in the Years 4 to 6 classrooms, cloze activities are not used as a comprehension strategy, rather they are employed only as a way to measure the progress of the students' comprehension skills.

Future research could be directed to measure whether the explicit teaching of completing cloze passages contributes to the improvement of TORCH scores. This would involve the same procedure as required for the TORCH tests. That is, presenting students with a text to read, followed by a paraphrased text that requires the students to fill in words and/or phrases that maintain the same meaning and author's intent as the original text. It would be advantageous to compare the results of two classes, one class being the teaching group and the other the control group, in order to have a broader base for comparison, than in the present study.

The students in the present study responded well to the repetitive nature of the teaching sessions and were confident using the RIP acronym. However, by the final sessions, two students (A and E) were finding it difficult to stay focused and they were definitely becoming bored with paraphrasing. The same students were also tired of being withdrawn from their classroom. Generally, it is preferable not to withdraw senior primary students from their classrooms. Usually, literacy intervention sessions are conducted within the students' classroom, at the same time as the rest of the class is having a reading or writing session. However, this was not possible due to timetabling difficulties. Year 6 students can become sensitive and embarrassed about feeling different to their peers. Future studies could measure the effects of explicit teaching of a comprehension strategy to the whole class, instead of a group of five students who receive ongoing literacy support.

APPENDICES

Appendix 1 Pre and Post Tests for TORCH, Synonyms and Paraphrasing

Student	Age	TORCH PRE Scale Raw	TORCH POST Scale Raw	Percentage increase for Torch	Synonyms Pre	Synonyms Post	Percentage increase for Synonyms	Para PRE	Para POST	Percentage increase for Paraphrasing
Teaching Group										
Student A	11yrs 10mths	24.9 2	28.2 3	13.3%	14	26	85.7%	10	19	90%
Student B	11yrs 8mths	38.5 8	45.1 12	17.1%	10	16	60%	5	8	60%
Student C	11yrs 8mths	36.8 7	45.1 12	22.6%	12	30	150%	7	11	57.1%
Student D	12yrs 4mths	43.5 11	40.2 9	-7.6%	24	32	33.3%	4	16	300%
Student E	12yrs 6mths	38.5 8	63.8 19	65.7%	38	44	15.8%	13	15	15.4%
Students	Age	TORCH PRE Scale Raw	TORCH POST Scale Raw	TORCH percentage increase/ decrease	Synonyms PRE	Synonyms POST	Synonyms percentage increase/ decrease	Para PRE	Para POST	Paraphrasing percentage increase/ decrease
Control Group										
Student F *	12yrs 0mths	31.1 9	33.1 5	6.8%	15	11	-26.7%	7	7	0%
Student G *	11yrs 11mths	38.2 13	43.5 11	14.5%	10	10	0%	9	15	66.7%
Student H	12yrs 8mths	47.1 13	48.7 14	3.6%	15	15	0%	3	6	100%
Student I *	11yrs 9mths	44.3 16	33.1 5	-24.8%	13	14	7.7%	15	14	-6.7%
Student J	11yrs 6mths	53.2 16	50.6 15	-4.5%	18	14	-22.2%	11	12	9.1%

*These students did *Lizards Love Eggs* for a pre-test and *The Cats* as a post-test

Appendix 2

LESSON PLANS – SYNONYMS/PARAPHRASING

Session	Topic	Lesson Procedure
1	What are synonyms? Why do we use synonyms?	Teacher reads to students a recount of an outing over-using the adjectives <i>good</i> and <i>nice</i> .
		Students identify and highlight the over-used words in the text.
		Students brainstorm more interesting Vocabulary i.e synonyms to be used. Teacher writes these words on a chart.
	Reflection	Students comment on what they have learnt in the session.
2	Revision of Synonyms	Teacher and students reread the recount which contains the synonyms brainstormed in the previous session.
		Teacher and students discuss the purpose of using synonyms in our speech and stories.
		Concentration card game – students play a memory game of synonyms for <i>nice</i> , <i>good</i> and <i>bad</i> .
	Reflection	Students comment on what they have learnt in the session.
3	Introduce the paraphrasing strategy	We are going to learn a strategy that helps us to understand and remember what we read. The strategy is called paraphrasing. This is what we do. After we read each paragraph we paraphrase. REMEMBER TO RAP READ a paragraph Ask myself, “What was the main idea and two details?” P ut it in my own words (Schumaker et al.1984)
	Text Reading	Teacher and students read aloud the sentence and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Teacher and students paraphrase orally each sentence.
	Reflection	Students comment on what they have learnt in the session.
4	Revise the paraphrasing strategy	After we read each sentence we paraphrase. REMEMBER TO RIP READ each sentence IDENTIFY the main ideas and key words PUT it in your own words using synonyms

	Text Reading	Teacher and students read aloud the sentences and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Teacher and students paraphrase orally each sentence.
		Concentration card game – students play a memory game of synonyms for <i>nice</i> , <i>good</i> and <i>bad</i> , and synonyms on charts
	Reflection	Students comment on what they have learnt in the session.
5	Revise the paraphrasing strategy	After we read each sentence we paraphrase. REMEMBER TO RIP READ each sentence IDENTIFY the main ideas and key words PUT it in your own words using synonyms
	Text Reading	Teacher and students read aloud the paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Teacher and students paraphrase pairs of sentences together. Teacher writes the paraphrased sentences on a chart.
	Reflection	Students comment on what they have learnt in the session.
6	Revise the paraphrasing strategy	After we read each sentence we paraphrase. REMEMBER TO RIP READ each sentence IDENTIFY the main ideas and key words PUT it in your own words using synonyms
	Text Reading	Teacher and students read aloud each paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Students paraphrase pairs of sentences together. Students write the paraphrased sentences on a chart. Share and discuss sentences.
	Reflection	Students comment on what they have learnt in the session.

7	Revise the paraphrasing strategy	After we read each sentence we paraphrase. REMEMBER TO RIP READ each sentence IDENTIFY the main ideas and key words PUT it in your own words using synonyms
	Text Reading	Students read aloud each paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Students paraphrase pairs of sentences together. Students write the paraphrased sentences on a chart. Share and discuss sentences.
		Concentration card game – students play a memory game of synonyms for <i>nice</i> , <i>good</i> and <i>bad</i> , and synonyms on charts
	Reflection	Students comment on what they have learnt in the session.
8	Revise the paraphrasing strategy	After we read each sentence we paraphrase. REMEMBER TO RIP READ each sentence IDENTIFY the main ideas and key words PUT it in your own words using synonyms.
	Text Reading	Students read silently each paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Students paraphrase each paragraph individually. Students record the paraphrased sentences. Share and discuss sentences.
	Reflection	Students comment on what they have learnt in the session.
9	Revise the paraphrasing strategy	After we read each sentence we paraphrase. REMEMBER TO RIP READ each sentence IDENTIFY the main ideas and key words PUT it in your own words using synonyms
	Text Reading	Students read silently each paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
		Concentration card game – students play a memory game of synonyms for <i>nice</i> , <i>good</i> and <i>bad</i> , and synonyms on charts
	Reflection	Students comment on what they have learnt

		in the session.
10	Revise the paraphrasing strategy	After we read each sentence we paraphrase. REMEMBER TO RIP READ each sentence IDENTIFY the main ideas and key words PUT it in your own words using synonyms.
	Text Reading	Students read silently each paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Students paraphrase each paragraph individually. Students record the paraphrased sentences. Share and discuss sentences.
		Concentration card game – students play a memory game of synonyms for <i>nice</i> , <i>good</i> and <i>bad</i> , and synonyms on charts
	Reflection	Students comment on what they have learnt in the session.
11	Revise the paraphrasing strategy	After we read each sentence we paraphrase. REMEMBER TO RIP READ each sentence IDENTIFY the main ideas and key words PUT it in your own words using synonyms
	Text Reading	Students read silently each paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Students paraphrase each sentence individually. Students record the paraphrased sentences. Share and discuss sentences.
	Reflection	Students comment on what they have learnt in the session.
12	Revise the paraphrasing strategy	After we read each sentence we paraphrase. REMEMBER TO RIP READ each sentence IDENTIFY the main ideas and key words PUT it in your own words using synonyms
	Text Reading	Students read silently each paragraph of the text and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Students paraphrase each sentence

		individually. Students record the paraphrased sentences. Share and discuss sentences.
		Concentration card game – students play a memory game of synonyms for <i>nice</i> , <i>good</i> and <i>bad</i> , and synonyms on charts
	Reflection	Students comment on what they have learnt in the session.

Adapted from John Munro Comprehension-Paraphrasing Strategy (2005)

RIP acronym adapted from RAP acronym Schumaker et al. (1984)

Appendix 3**TEXTS**

Session	Text	Genre	Decoding Age	Source
1	My Weekend	Recount		Written by teacher
2	My Weekend	Recount		Written by teacher
3	Level Two Set S1,S2	Fiction	10-12yrs	Key into Inference
4	Level Two Set S3,S4	Fiction	10-12yrs	Key into Inference
5	Level Two Set P1,P2	Fiction	10-12yrs	Key into Inference
6	Level Two Set P4,P5	Fiction	10-11yrs	Key into Inference
7	Level Two Set P6,P7	Fiction	10-11yrs	Key into Inference
8	Level Two Set P8 Item 25,26	Fiction	10-11yrs	Key into Inference
9	Level Two Set P8 Item 27,28	Fiction	10-11yrs	Key into Inference
10	Level Two Set P9 Item 29, 30	Fiction	10-11yrs	Key into Inference
11	Level Two Set P9 Item 31, 32	Fiction	10-11yrs	Key into Inference
12	Level Two Set T3 Item 3	Fiction	10-11yrs	Key into Inference

PARAPHRASING

Read the sentence

Identify the main
idea and key words

Put it in your own
words using
synonyms

References

Fisk, C. and Hurst, B. (2003). *Paraphrasing For Comprehension*. The Reading Teacher, **57**(2), 182-185.

Graham, L. and Bellert, A. (2004). Difficulties in reading comprehension for students with learning disabilities. In B.Wong (Ed.), *Learning about learning disabilities*. San Diego, CA: Elsevier Academic. 251-279

Hagaman, J.L. and Reid, R. (2008). *The Effects of the Paraphrasing Strategy on the Reading Comprehension of Middle School Students at Risk for Failure in Reading*. Remedial and Special Education. **29**(4), 222.

Katims, D.S. and Harris, S. (1997). *Improving the Reading Comprehension of Middle School Students in Inclusive Classrooms*. Journal of Adolescent & Adult Literacy. **41**(2), 116-123.

Langer, J.A. (2001). Beating the odds: Teaching middle and high school students to read and write well. American Educational Research Journal, **38**, 837-880.

Munro, J. (2003). *Fostering Literacy Learning Across the Curriculum*. International Journal of Learning. **10**, 327-336.

Schumaker, J.B., Denton, P.H., and Deshler, D.D. (1984). *The Paraphrasing Strategy*. Lawrence: University of Kansas.

Teaching Resources

Munro, J. (2005). Comprehension – Paraphrasing Strategy. Literacy Intervention Strategies Lecture Notes.

Munro, J. (2005). Paraphrasing task – Group Administration. Literacy Intervention Strategies Lecture Notes.

Munro, J. (2005). Synonyms task – Group Administration. Literacy Intervention Strategies Lecture Notes.

Parkin, C., Parkin, C., Pool, B. (2002). KEY into Inference. KEY Comprehension Series. Triune Initiatives, New Zealand.

TORCH: Test of Reading Comprehension 2nd Edition. Melbourne. Australian Council for Educational Research Ltd, 2003.