

Teaching four Year 2 students who have struggled with reading comprehension to paraphrase through the RAP strategy and to use synonyms will improve their reading comprehension.

## **ABSTRACT**

This research aims to support the hypothesis that teaching synonyms and paraphrasing to a group of Year 2 ESL students will improve the students' reading comprehension.

The present investigation seeks to support research that indicates that improvement is likely to occur in student comprehension after the explicit teaching of both synonyms and paraphrasing.

This study compares two groups of Year 2 students, an intervention group and a control group all of non English speaking backgrounds. Both groups were assessed pre and post using the Neale Analysis of reading Ability, the Munro Paraphrasing task and Synonym task. The intervention group was involved in 10 lessons of about 40 minutes duration to develop their knowledge and skills in the use of synonyms and paraphrasing. The RAP strategy of paraphrasing was used to teach paraphrasing.

Trends from the groups indicate support for the hypothesis that teaching synonyms and paraphrasing to a group of Year 2 students from non English speaking backgrounds assists the improvement of Reading comprehension. Whilst there was improvement in reading comprehension with both groups, the intervention group showed more substantial gain.

## INTRODUCTION

Many students in the primary school are excellent decoders of the written word but have difficulty with reading comprehension. There has been a tendency among educators to view the primary grades as the time to hone phonological knowledge, phonemic awareness and word-recognition and attack skills, with comprehension developed in the later grades. Interesting to note is the fact that the pre and post assessments undertaken through the Literacy Advance Project in Catholic primary schools in Victoria do not assess comprehension skills in the Junior classes.

Parker, Hasbrouck, and Denton (2002) describe comprehension in reading as, “understanding what is read.” The ability to comprehend written text needs to be applied and generalized in various settings within school and also later in life. When students are able to comprehend written material, they gain meaning from the written text. The authors in the Block and Pressley edited book (2004), indicate that there is definitely interest in expanding comprehension instruction in the early elementary grades, with the expectation that such instruction will affect 5- to 8-year-olds dramatically in the short term and perhaps lead to development of better comprehension skills over the long term. Polloway, Patton, and Serna (2001), similarly espouse the importance of reading comprehension as one of the most important academic skills taught in school.

Several studies have demonstrated that students’ understanding and recollection of text can be enhanced through explicit instruction in comprehension skills (Brown & Palincsar) 1989; Pressley, 2000); Hagaman (2008), describe reading as an important component of academic success and a skill required for many adult responsibilities. They investigated the use of the self-regulated strategy development paired with the “RAP” paraphrasing strategy as a way to increase reading comprehension. The need for teaching students methods to improve their reading comprehension seems clear. RAP is described as a three-step strategy: **1. R - Read the text, 2. A – Is to ask questions about the main idea and the details and 3. P – put the ideas into your own words and try to change as many words as possible.**

The RAP strategy is based on sound theory utilizing paraphrasing to help improve memory of main ideas and details in text. Initial pilot data for the RAP strategy were promising.

Kletzien (2009) says that paraphrasing encourages the reader 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. It helps the reader establish retrieval cues that enable integration of what is previously known with what is being read, an important part of comprehension. When students understand how and why this strategy works, it becomes part of their metacognitive repertoire and available for independent use.

John Munro (2005) highlights paraphrasing as one of the high reliability teaching procedures and a means of fostering literacy learning across the curriculum. Fisk and Hurst (2003) maintain that paraphrasing promotes reading comprehension. They stated that, “paraphrasing works so well because it integrates all modes of communication—reading, writing, listening, and speaking—which leads to a deeper understanding of the text.’ Additionally comprehension instruction that can be individualized to meet the specific needs of each student affects reading comprehension levels positively (Dewitz & Dewitz, 2003). Parker et al. (2002), also noted the RAP paraphrasing strategy as a suitable strategy to be taught and trialled with the aim of improving reading comprehension.

Lee (2003) also states that the RAP paraphrasing strategy is popular in that it is logical and used informally by many teachers and is easily incorporated into classroom instruction and has been shown to have a positive effect on reading instruction.

The purpose of this research is to determine whether using the learning strategy of paraphrasing through the RAP model will increase reading comprehension. This strategy is based on the reader paraphrasing to help improve memory of the main idea and details in a text (Hahaman 2008).

To support the paraphrasing of text through the **RAP** strategy, students are also taught to use synonyms for words. Therefore when trying to change as many words as possible, synonyms are useful to this end. Teaching synonyms is an important way of building vocabulary for specific contexts. One of the most persistent findings in reading research is that the extent of students’ vocabulary knowledge relates strongly to their reading comprehension and overall academic success (Baumann, Kame’enui, & Ash, 2003).

The students in this trial have received a primary intervention through the Reading Recovery Program and have been identified by their classroom teachers as requiring additional support with developing comprehension skills. Through this action research project it is hoped that lessons on the paraphrasing strategy will assist the students to improve reading comprehension and to generalize the strategy to other areas of their learning.

### **Prediction**

Teaching four Year 2 students who have struggled with reading comprehension to paraphrase through the RAP strategy and to use synonyms will improve their reading comprehension.

## METHOD:

### The Design

This action research project is a case study which compares the reading comprehension of a control group of four Year 2 students with a group of four Year 2 students who receive intervention instruction. The intervention group were given explicit instruction in using synonyms and are taught to paraphrase text through the RAP strategy.

Ten lesson plans were devised to develop an understanding and skills in the use of synonyms and paraphrasing to improve the students' ability to comprehend text. Students were taught to use paraphrasing as a means of engaging with the text and to gain a greater understanding of the text at the sentence level. Synonyms were taught to assist and improve the paraphrasing strategy.

Table 1 provides an outline of the ten lessons to explicitly teach synonyms and paraphrasing. Computer games, pen and paper exercises, card games and a variety of narrative texts were used to practise using synonyms and practising the strategy of paraphrasing.

When paraphrasing text, the students were encouraged to check that the words and sentences still maintained the original meaning and main ideas. The paraphrasing strategy was adapted from Munro ERIK program (lessons 31 – 60) ENHANCING READING INTERVENTION FOR AT RISK STUDENTS, University of Melbourne and Catholic Education Office Melbourne.

The teaching of all lessons incorporated the Collins Model of Teaching and Learning (Collins, Brown & Newman, 1989), providing a role and responsibilities for the teacher and the learner. See Appendix 14.

**Table 1 - Lessons on Synonyms and Paraphrasing**

Lesson	Purpose of Lesson	Content of Lesson	Timeline
1	Introduce Synonyms	1. What is a synonym? A synonym is a word that is different but has the same or similar meaning to another word	5 mins
	Synonym Task	2. Practise matching words to their synonym using computer game/s <a href="http://languagearts.pppst.com/synonyms.html">http://languagearts.pppst.com/synonyms.html</a>	10mins
	Writing Task	3. Write the word that means the same thing under the picture to which it belongs. (See appendix)	5mins
	Reflection	4. Review learning- How will I use what I have learnt in the classroom?	5 mins
2	Revision of Synonyms	1. Revise meaning of synonym - words that are have almost the same meaning or the same meaning as another word.	5 mins

	<b>Activities</b>	2. Write words and some synonyms for each e.g. as per yesterday's examples Throw (toss), run (sprint), pull (tug), push (shove)	<b>10mins</b>
	<b>Writing Task</b>	3. . Play (matching synonyms games ) <a href="http://languagearts.pppst.com/synonyms.html">http://languagearts.pppst.com/synonyms.html</a>	<b>10mins</b>
	<b>Reflection</b>	4. Read a short paragraph. Rewrite the paragraph by replacing the words underlined with a word from the list that means the same thing. (See Appendix 1)	<b>10mins</b>
	<b>Reflection</b>	5. How can synonyms be useful? They can help us to understand what a word means. They can be another way of saying another word.	<b>5mins</b>
<b>3</b>	<b>Revision of Synonyms</b>	1. Revision of what is a synonym? Synonyms. How are synonyms useful?	<b>5 mins</b>
	<b>Activities</b>	2. Synonym Worksheet. Circle the synonym for each given word. (See appendix 2)	<b>10mins</b>
	<b>Writing Task</b>	3. Write the two words with similar/ same meaning in separate sentences that are the same except for the synonyms to show that the meanings are the same.	<b>10 mins</b>
	<b>Reflection</b>	4. What have I learnt about synonyms? How can I use synonyms to help me to understand what I am reading?	<b>5 mins</b>
<b>4</b>	<b>Revision of Synonyms</b>	1. Revise the meaning of synonyms. Complete matching activity. Sort words with their synonym (words from yesterday's worksheet) See Appendix 3	<b>5 mins</b>
	<b>Introduce Paraphrasing</b>	2. Introduce the RAP strategy of <b>paraphrasing</b> <b>'After I have read each sentence I will try to say it in my own way. I will change as many words as I can.'</b> (See Appendix 15)	<b>5mins</b>
	<b>Activity</b>	3. Read 'The Giant's Diary' Sunday See text and paraphrased words - appendix Some words in the text are highlighted, i.e. Hi, wife, people, fierce, stomping, big, little, find, friends, people, visit, hard Teacher rereads, stopping at words that will be changed with a synonym.	<b>10mins</b>
	<b>Writing Task</b>	Students choose five words (synonyms) that were substituted. Write five sentences that have been changed.in 'The Giant's Diary'. See Appendix 5	<b>10 mins</b>
	<b>Reflection</b>	Review learning- How will I use in the classroom what I have learnt today?	<b>5 mins</b>
<b>5</b>	<b>Revision of paraphrasing</b>	1. Revise the reading strategy <b>Paraphrasing</b> * Students read the prepared chart outlining the	<b>10mins</b>

		<p>paraphrasing strategy as <i>Paraphrasing</i>  * use the sheet from previous lesson with sentences and highlighted words (See Lesson 4)  Read synonyms from lesson 4.</p> <p>Ask students to retell the story 'The Giant's Diary'.</p> <p>Work through each of the sentences. Change as many words as possible in each sentence. Teacher models, then students have a go. Group completes task.  Students copy down paraphrased sentences on the worksheet. See Appendix 4</p>	<p><b>5mins</b></p> <p><b>5 mins</b></p> <p><b>10mins</b></p>
	<p><b>Writing Task</b></p> <p><b>Reflection</b></p>	<p>Review learning- How will I use in the classroom what I have learnt today?</p>	<p><b>5mins</b></p>
6	<p><b>Revision of paraphrasing</b></p> <p><b>Paraphrasing Text</b></p> <p><b>Writing Task</b></p> <p><b>Reflection</b></p>	<p>1. RAP strategy - paraphrasing</p> <p><b>Step 1 Read a text</b></p> <p><b>Step 2 Ask yourself 'What is the main idea in the sentence / paragraph?'</b></p> <p><b>Step 3 Put the main idea into your own words using complete sentences. Use synonyms for as many words as possible.</b></p> <p>2. Introduce "Big Mama and Grandma Ghana.' Read Page 1. What is the main idea? Put the main idea into your own words. Teacher models. Students have ago at doing it in another way. See Appendix 6</p> <p>3. Repeat for each page of the text. *</p> <p>4. Each student rewrites a page in their own words on computer. Prints and illustrates.</p> <p>5. Make a group book of 'Big Mama and Grandma Ghana"</p> <p>6. Review learning- How will I use in the classroom what I have learnt today?</p>	<p><b>5 mins</b></p> <p><b>15mins</b></p> <p><b>10mins</b></p> <p><b>5mins</b></p>
7 - 10	<p><b>Paraphrasing</b></p>	<p><b>As per Lesson 6</b>  <b>Revise paraphrasing</b>  <b>Complete Steps 2, 3,4, 6</b>  <b>Step 5 Complete in Reading Journal</b>  <b>Texts:</b>  'Great Aunty Drusilla's Kiss' (Lesson 7 and 8)  'The Emu Who wanted to Be A Horse.' (Lesson 9 and 10)</p>	<p><b>30 – 45mins</b></p>

## PARTICIPANTS

Table 2 provides a summary of the students who are taking part in this action research project. They are eight Year 2 students, all of ESL background. Four students were in the control group and four students received the intervention and were taught a series of 10 lessons on synonyms and paraphrasing.

All the students have been involved in a primary and a secondary intervention program. All students both in the control group and the intervention group have been involved in a Reading Recovery Program in Yr 1 and are currently involved in the Comprehension Pathway of the ERIK program. ERIK testing and the Neale analysis has identified that reading comprehension is their area of need. Prior to this project intervention they had completed the Visualising lessons in 1-22 of ERIK and were about to embark on the ERIK paraphrasing lessons.

These students have needed and received ongoing support to maintain the progress that was achieved after their involvement in the Reading Recovery Program in Year 1. All students were referred to the Student Support Team, set up to monitor student progress and as an internal team in the school that supports referrals for intervention.

**Table 2 - Participants in the study**

Student	Control = 0 Teaching=1	Age in MONTHS	Gender 0=Male 1=Female	Years of Schooling	ESL No=0 Yes=1	Earlier Intervention No=0 RR=1 Bridges=2 ERIK=3...
A	1	98	M	3	1	1,3
B	1	98	M	3	1	1,3
C	1	93	F	3	1	1,3
D	1	97	F	3	1	1,3
E	0	99	M	3	1	1,3
F	0	89	M	3	1	1,3
G	0	104	M	3	1	1,3
H	0	92	F	3	1	1,3

## MATERIALS

### Testing Materials

1. The Neale Analysis
2. The Group Synonym Test (See Appendix 11) by John Munro
3. The Group Synonym Test (See Appendix 11) by John Munro
4. The Group Paraphrasing Test (See Appendix 12) by John Munro

### Supporting Materials for Lessons:

5. Website: <http://languagearts.pppst.com/synonyms.html> for Interactive Synonym games
6. Work sheets / games/ cards for matching games : See Appendix 1 - 7

#### **Texts:**

- The Giant's Diary - Alphakids Series
- Big Mama and Grandma Ghana – Scholastic Series
- The Emu Who wanted to be A horse – Voyages Series
- Great Aunty Drusilla's Kiss – Scholastic Series

#### **Other:**

- Interactive whiteboard and computers
- White board and white board markers

### **PROCEDURE**

Initially all students in the control group and the intervention group were withdrawn from the classroom to take part in testing. Each student was assessed individually using the Neale Analysis prior to and immediately after the intervention. The Neale Analysis tests Reading Accuracy, Comprehension and Rate Individual testing for the Neale was undertaken in a quiet office area. For purposes of this research the comprehension scores were of most relevance.

The Group Synonym Test (See Appendix 11) by John Munro was administered pre and post to the group of eight students. This test determines the student's ability to create a list of synonyms. The Group Paraphrasing Test (See Appendix 12) by John Munro was also administered to determine student's ability to restate and retell what was read. The synonym and paraphrasing test was completed in an open area of the school adjacent to the classrooms. This is a relatively quiet area as it is used for withdrawal of students for interventions and testing.

Lessons were conducted between 9 and 1pm daily. Lessons were timetabled at different times daily to lessen the impact of missing the same type of learning in their classroom. The ten lessons were taught over a period of three weeks. Lessons were of between 30 and 40 minutes duration. The lessons were pre planned before the intervention started but needed to be adjusted depending on the students' ability to master the content.

Lessons 1 – 3 introduced synonyms and involved the students in activities that enabled them to practise a range of synonyms for given words. As the students grasped an understanding of synonyms, they engaged with words in a text, providing a synonyms for as many words as possible in the text.

In Lesson 4 the term paraphrasing was introduced and the RAP strategy was outlined. See Appendix 15. Paraphrasing was practised using a simple text. *'After I have read each sentence, I*



*will try to say it in my own way. I will change as many words as I can.*' The students applied the paraphrasing strategy in lesson 5 as well.

In lesson 6 the paraphrasing strategy slightly modified and involved

**Step 1 Read the text**

**Step 2 Ask yourself 'What is the main idea in the sentence / paragraph?'**

**Step 3 Put the main idea into your own words using complete sentences. Use synonyms for as many words as possible.**

This paraphrasing strategy was then practised with other texts in lessons 7 - 10

Level 22 texts were used from this lesson 4 - 10. The texts were read with ease by all students.

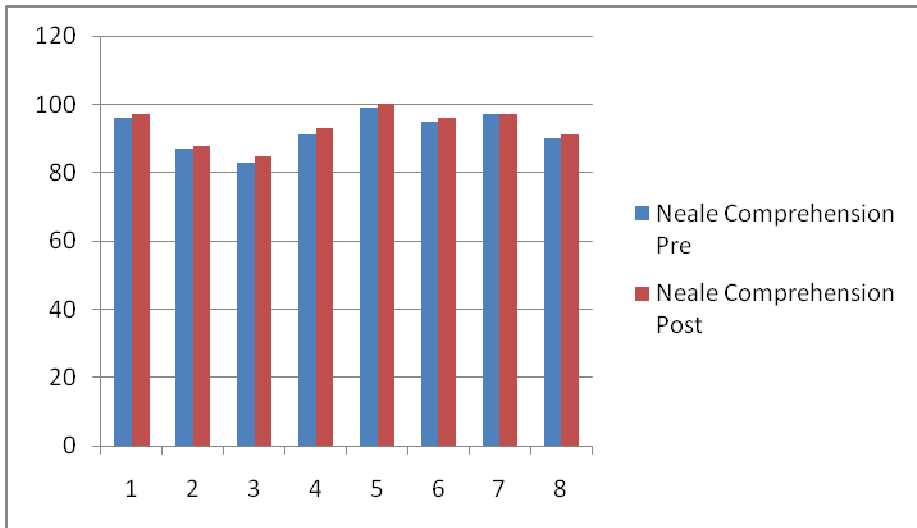
Texts at an easy level were chosen to support students to learn to use synonyms and to paraphrase. Texts at an instructional or difficult level may have made it more difficult to practise the strategies of using synonyms and paraphrasing.

Synonyms were revised in all lessons and included stand alone activities as well as activities related to the new text. In each lesson students were asked to articulate how they went about paraphrasing and how this helped them to understand what they were reading.

The principles of the Collins Model were used for all lessons. This model has specific roles for the teacher and the student. The teacher models how to go about the learning, then coaches the student and encourages the student by providing feedback on the way the child engages in the activity. Learning is scaffolded but also the scaffolding fades as the learner takes on responsibility for the learning. The student is able to eventually articulate the learning, reflect on what has been learnt as well as how the learner will use the new learning in other contexts.

## **Results**

Results from the Neale Analysis testing of the control group and the intervention group indicate improvement in the comprehension age in months in both the intervention group and the control group over the period of the ten teaching sessions. **Table 3** shows that the intervention group shows an increase in the average reading age of 1.5months for the intervention group and an average growth of .75months for the Control group. **Figure 1** indicates that all students in the intervention group showed either one or two months growth in comprehension reading age. Three students in the control group showed a one month increase in comprehension reading age, whilst student 7 did not show improvement. This finding seems to indicate that explicit teaching of synonyms and paraphrasing to Year 2 students who have comprehension difficulties improves comprehension.



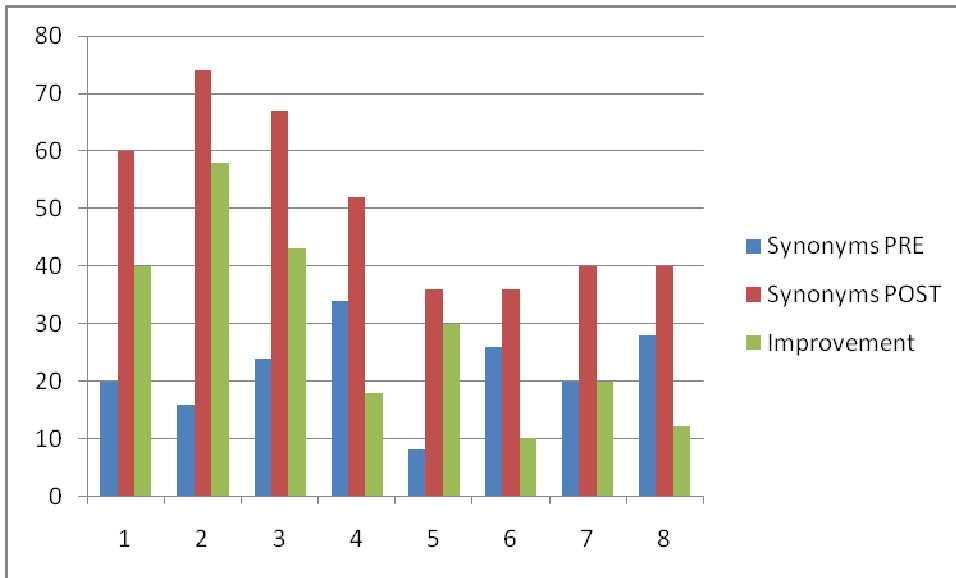
**Figure 1- Pre and Post Neale Comprehension Reading Levels**

Figure 1 contains the pre and post text level scores of the intervention group (Students 1 – 4) and the control group student (Students 5 – 8)

Student	Comprehension Age Pre	Comprehension Age Post	Improvement in months
1	96	97	1
2	87	88	1
3	83	85	2
4	91	93	2
<b>Average growth intervention group</b>			<b>1.5</b>
5	99	100	1
6	95	96	1
7	97	97	0
8	90	91	1
<b>Average growth control group</b>			<b>.75</b>

**Table 3 – Pre and Post Neale Comprehension Reading Levels in Months**

All students showed some level of frustration during the administration of the synonym pre test. The post testing results of the synonym test showed improvement in the development of vocabulary in all students. The intervention group showed more than twice the improvement in the number of words used for synonyms. Students 1, 2 and 3 (intervention group) showed the largest improvement. All students knew what to expect with the post test, so it was not surprising to find some improvement even in the control group. The intervention group showed significantly more confidence as they had been exposed to activities of a similar nature in the ten lessons on synonyms and paraphrasing and were able to expand their vocabulary base through regular practise in providing synonyms for words. (See **Figure 3** and **Table 4**)



**Figure 3 - Pre and Post Synonym Test Scores**

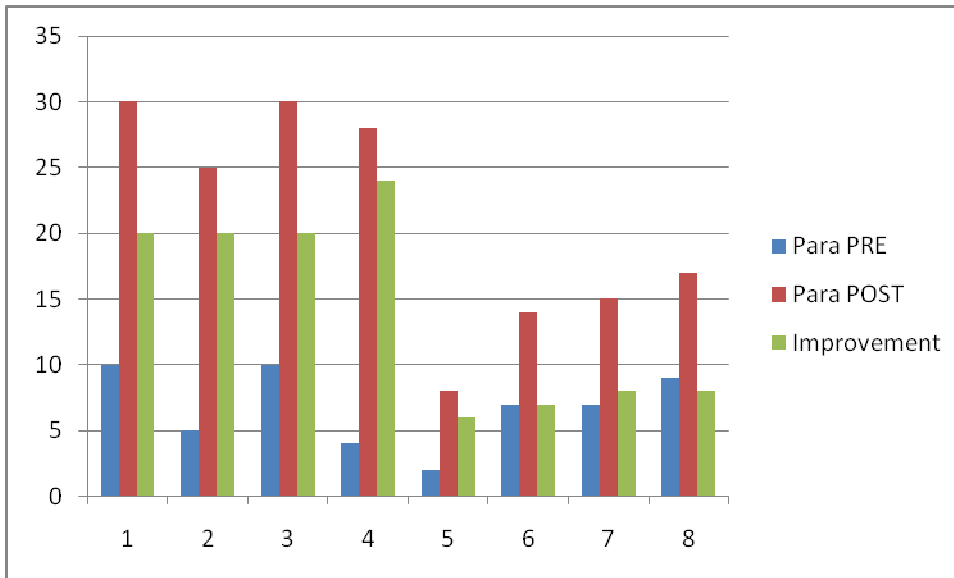
Figure 3 contains the pre and post synonym test scores of the intervention group (Students 1 – 4 and the control group student (Students 5 – 8). This figure also graphs the improvement.

**Table 4 Improvement in vocabulary through use of synonyms**

Student	Synonym PRE	Synonym POST	Improvement
1	20	60	40
2	16	74	58
3	24	67	43
4	34	52	18
<b>Average growth intervention group</b>			<b>39.75</b>
5	8	36	30
6	26	36	10
7	20	40	20
8	28	40	12
<b>Average growth control group</b>			<b>18</b>

Figure 4 and Table 5 indicate that the post testing results for paraphrasing showed marked improvement in the students' ability to paraphrase. The students found the skill of paraphrasing challenging and needed a high level of assistance from the teacher in the early lessons. Their improvement in their ability to use synonyms assisted the improvement in their ability to paraphrase. These children are in their third year of schooling and began school with very little English. They are developing their word knowledge and vocabulary and as this improves it is more likely that their ability to restructure sentences with substituted synonyms will improve their paraphrasing ability.

As predicted all students in the intervention group made more gains in their ability to paraphrase than the control group. The control group showed some improvement but it was significantly less than the improvement of the intervention group.



**Figure 4 - Pre and Post Paraphrasing Test Scores and Improvement**

Figure 4 contains the pre and post paraphrasing test scores of the intervention group (Students 1 – 4 and the control group student (Students 5 – 8).

**Table 5 Students' improvement in paraphrasing**

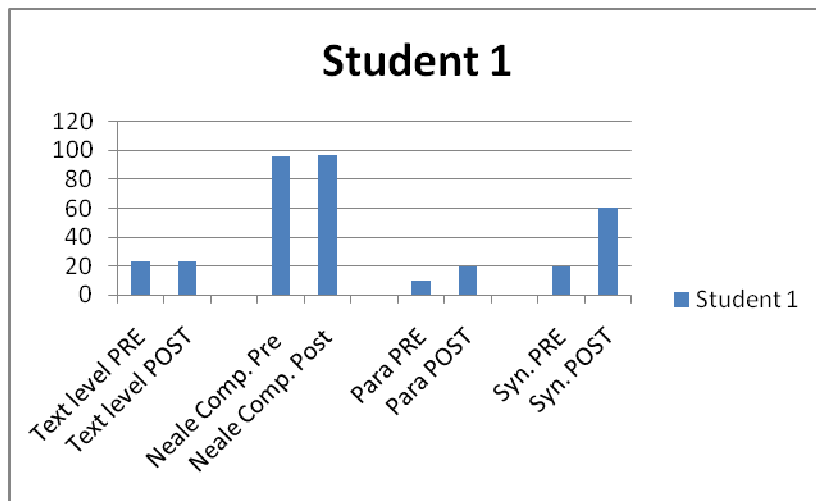
Student	Paraphrase PRE	Paraphrase POST	Improvement
1	10	30	20
2	5	25	20
3	10	30	20
4	4	28	24
<b>Average growth intervention group</b>			<b>21</b>
5	2	8	6
6	7	14	7
7	7	15	8
8	9	17	8
<b>Average growth control group</b>			<b>7.25</b>

Observation of group trends (Table 6) indicated that all students seem to have performed better in all post tests. The intervention group results show greater gains which would support the prediction that explicit instruction in the use of synonyms and paraphrasing improves reading comprehension. Results show that there was less of a gain overall in the paraphrasing post testing. The average results in the synonym test (Table 4) showed the intervention group gains were about double those of the control group in both the Neale comprehension and in the synonym test. The average growth in the paraphrasing results (Table 5) for the intervention group were about triple those of the control group. These findings would indicate that explicit instruction in the use of paraphrasing and synonyms does indeed improve comprehension. The size of the group (8 students) and the time span of the project (4 weeks) however may not be sufficient to draw such a conclusion.

**Table 6 Pre and Post Test Results All Students**

Intervention Group	Text level PRE	Text level POST	Neale Comp. Pre (months)	Neale Comp. Post (months)	Para PRE	Para POST	Syn. PRE	Syn. POST
Student 1	23	23	96	97	10	20	20	60
Student 2	26	27	87	88	5	15	16	74
Student 3	25	25	83	85	10	20	24	67
Student 4	25	26	91	93	4	18	34	52
Control Group	Text level PRE	Text level POST	Neale Comp. Pre (months)	Neale Comp. Post (months)	Para PRE	Para POST	Syn. PRE	Syn. POST
Student 5	27	27	99	100	2	8	8	36
Student 6	27	27	95	96	7	14	26	36
Student 7	27	27	97	97	7	15	20	40
Student 8	27	27	90	91	9	17	28	40

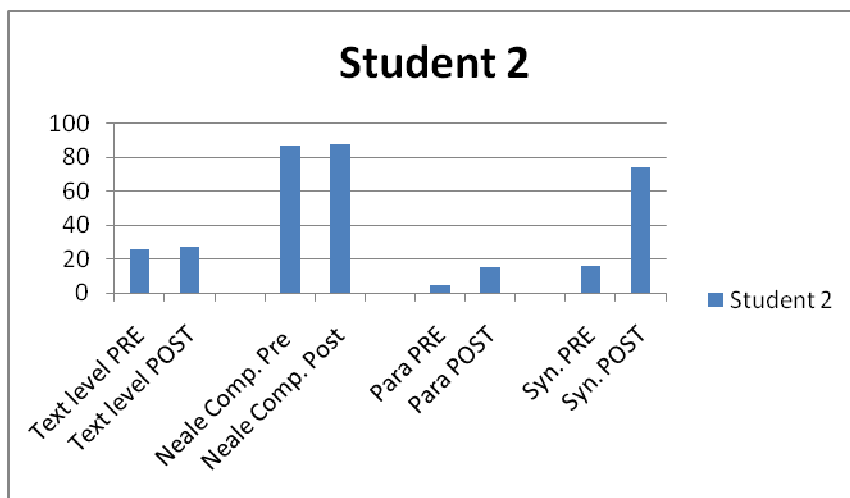
Individual student results of the intervention group give a more detailed picture of each student’s progress. Student 1 has the lowest text level of all the students in either the intervention or control group. Whilst he didn’t show an increase in text level, he showed a slight improvement in the comprehension score of Neale. The largest gain was made in vocabulary development as seen in the synonym post test. The student also started wearing glasses during the course of the lessons and this in itself seemed to give him added confidence. Student 1 enjoyed working in the group and was engaged in all learning tasks. He had particular difficulty with the paraphrasing tasks in the test and needed support with reading the sentences and unpacking the meaning. On the contrary he found the texts during the lessons easier to read and understand and therefore had less difficulty with putting the ideas he read into his own words. (See Figure 5)



**Figure 5- Testing results for Student 1**

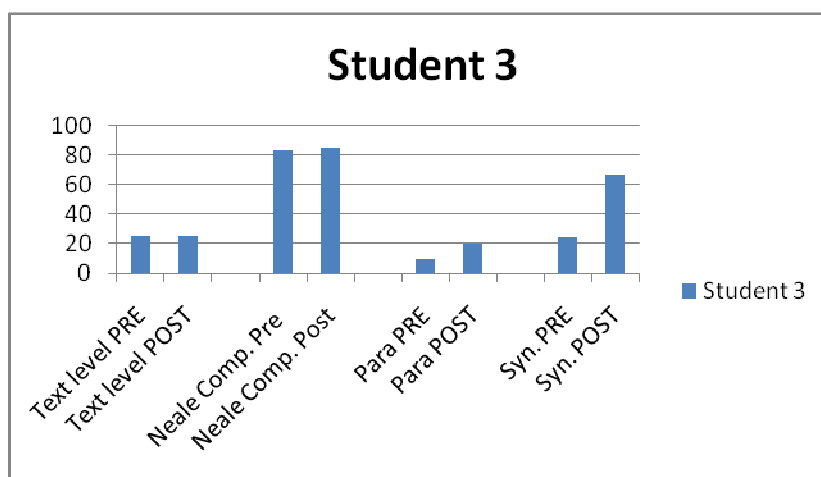
Student 2 showed the greatest improvement of all the students in the synonym test. The improvement was substantially above the average for the intervention group. Student 2 is an outgoing child who listens attentively and stays on task. He has a competitive nature and enthusiastically tackled tasks, keen to be the first to answer or to provide examples before anyone

else. He had equal to the lowest score with the pre test and the post test of the paraphrasing but managed to show about average improvement (See table 5). Student 2 showed an improvement of one text level and one month in the Neale comprehension results. (See Figure 6)



**Figure 6- Testing results for Student 2**

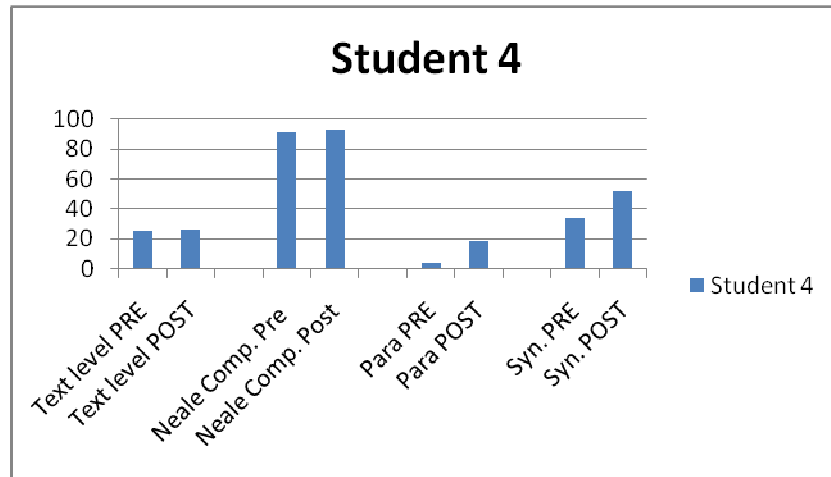
Student 3 is the youngest student of the intervention group. She made above average improvement in the synonym post test and about average growth for the intervention group in the synonym test. She made greater gains in the synonym post test than in the paraphrasing post test. The Neale Comprehension results showed a growth of two months in comprehension ability. This is equal to the most improvement in comprehension of any of the students in the intervention group. Student 3 worked well with other group members. She confidently attempted tasks and was very responsive during each lesson. (See Figure 7)



**Figure 7- Testing results for Student 3**

Student 4 was the only student in the intervention group to perform above average for the group in the paraphrasing post test. During the lessons, her ability to paraphrase proved to be helpful to the rest of the students in the group. She was more successful than others in the group at putting ideas into her own words and expressing ideas in a variety of ways. It was therefore interesting that Student 3 showed the least improvement in the synonym post test of anyone in the intervention group. In the synonym pre test, she was the most capable of the group at finding

synonyms for the words. She was nevertheless able to improve her skills but interestingly did not perform any better than those in the control group. Student 4 showed improvement of one text level from pre to post testing and a gain of 2 months in the Neale comprehension scores.



**Figure 8- Testing results for Student 4**

## Discussion

This study focused on teaching paraphrasing and synonyms using the RAP strategy to a group of Yr 2 students from ESL backgrounds. The improvement was measured through comparing the results of the pre and post tests. The Neale Analysis of Reading and the Group Synonym Test and Group Paraphrasing Test (Munro, 2005) were used for both pre and post testing.

The greatest improvement of the students was in the synonym test. The Intervention group made impressive gains, highlighting the importance of building vocabulary supporting the research of Baumann, Kame'enui, & Ash, (2003) who suggest there is a correlation between vocabulary knowledge and reading comprehension. Students benefited from the three lessons on synonyms before the introduction of the RAP paraphrasing strategy. Working through synonym standalone tasks as well as using the chosen narrative texts to develop synonyms for particular words helped students with the paraphrasing tasks. By the time paraphrasing was introduced through the RAP strategy, the students knowledge of synonym was increasing their vocabulary bank. The research of Baumann, Kame'enui, & Ash (2003) and Laing Gillam et al.(2009) also highlights the importance of working on synonyms before paraphrasing as an important way of building vocabulary and improving reading comprehension.

Paraphrasing gave students the opportunity to learn to link the new concepts, often in unfamiliar relationships and to talk about the new ideas. It taught them ways of talking about the ideas in the topic area and helped them retain the related ideas in short term memory. As well, it helped readers to link the new ideas with what they know. When students re-tell a sentence they have read, they link the new concepts with concepts they know.

In teaching the students to use paraphrasing, the students were able to monitor comprehension, They understood the purpose of the strategy, as well as how to do it. This ability is emphasised in Kleitziens's (2009) research. The students understood and were able to explain when asked to reflect on what they had learnt that readers stop when they are reading, look away from the text, and put what they have just read into their own words. The students understood that paraphrasing is a good strategy to use to check to see if one has understood the passage and to help remember what they read.

Similarly, students benefitted from lessons that were structured based on the Collins Model (1989). Lessons highlighted the role of the teacher and the child in the process of learning about synonyms and paraphrasing. The importance of the teacher encouraging the student and scaffolding the student's learning and then encouraging the student to take responsibility for knowing and using the strategy and being able to articulate its importance through reflection of how the strategy will be used in new tasks and contexts.



In summary, this current project would indicate a correlation between improvement in comprehension and the ability to use synonyms and paraphrasing to support the understanding of text. Therefore it does support the hypothesis that teaching synonyms and paraphrasing to Year 2 ESL students will improve their reading comprehension. The study supports the research of Kletzien (2009), **John Munro** ( ), Parker et al. (2002), Lee ( ), Fisk and Hurst (2003) who believe that teaching the skill of paraphrasing is an important strategy that supports improvement in reading comprehension and literacy development.

The students need further work and practise with synonyms and paraphrasing. Increased vocabulary development will support improvement in paraphrasing. Teaching paraphrasing needs to continue to be a high priority throughout all years of the primary school for all students. Paraphrasing will have continued use and benefits and can be used in many other learning contexts.

The students in the control group made gains but these were not as great as those of the intervention group. Because the study was with a small group of students and for a short duration, it may not be appropriate to draw such a conclusion. Subjectively, as an educator I draw confidence from the results and will continue to teach the strategy of using synonyms and paraphrasing and continue to monitor the performance of students.

### **Implications for Practice**

Follow up to this intervention will include:

- Monitoring the intervention group's continued use of the RAP strategy.
- The control group will be taught the same ten lessons and results will be discussed with their classroom teachers.
- Classroom teachers will be provided with the opportunity to have the lessons taught to their whole class, modelling the RAP strategy and encouraging all students to use RAP when reading.
- Administer ongoing assessments as per those of this project to monitor comprehension improvement and development in the ability to use synonyms and paraphrasing.
- Continued use of the Collins Model to support learners with scaffolding, encourage independence and responsibility for learning new strategies, articulating what was learnt, how it will be used in new contexts.
- Introduction of other strategies to support comprehension i.e. summarising, visualising
- Use spontaneous and cued retelling of texts (John Munro). Score retelling.
- Help students to 'get ready' for reading by talking about texts, expanding reader's background knowledge and reading strategies, developing ideas, vocabulary and new purposes for reading.

- Help students to unpack the text as they are reading, to use their knowledge about reading and skills and strategies while reading to understand what they are reading
- After reading, respond to the text, what I thought about text, what the text told me, what new ideas I learnt, paraphrase these ideas.
- Give feedback to the students about what they do before, during and after reading.

Possible directions for future research that are suggested by results.

- Research a larger group over a longer period of time
- Work with older students Yr 3 – 6 on some of the other high reliability strategies (Munro )

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## Lesson 2- Synonyms

synonym

Write the words that mean the same thing under the picture where they belong.

loud	<del>quick</del>	silent	tiny	large
small	big	noisy	<del>fast</del>	quiet



quick  
fast



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 3

### Synonym Worksheet

Circle the synonym of each given word

<b>quiet</b>	noisy	silent	loud	dirty
<b>award</b>	hotel	hospital	great	prize
<b>walk</b>	stroll	jump	legs	fly
<b>mend</b>	break	repair	car	spanner
<b>cheerful</b>	sad	clown	jolly	curtain
<b>truthful</b>	life	naughty	honest	mum
<b>cry</b>	weep	laugh	eye	tears
<b>sick</b>	well	spots	ill	hospital
<b>intelligent</b>	school	teacher	stupid	clever
<b>sleep</b>	awake	doze	night	pyjamas
<b>hungry</b>	food	dinner	food	peckish
<b>monster</b>	beast	film	scared	dark
<b>lazy</b>	work	idle	bed	school
<b>pull</b>	push	shove	tug	rope
<b>rude</b>	child	please	polite	cheeky

## Lesson 4

<b>quiet</b>	silent
<b>walk</b>	stroll
<b>mend</b>	repair
<b>cheerful</b>	jolly
<b>cry</b>	weep
<b>sick</b>	ill
<b>intelligent</b>	clever
<b>sleep</b>	doze
<b>hungry</b>	peckish
<b>monster</b>	beast
<b>lazy</b>	idle
<b>pull</b>	tug
<b>rude</b>	cheeky

## Lesson 4

<p>Hi. My name is Hugo Grand and I'm a giant. I am Hugo Grand and I am a huge hulk, monster.</p>	<p>Name: Hello, ciao, halloa Name: What they call me, title, tag, label, Giant: Huge, massive, enormous, colossal, gigantic, hulk, monster,</p>
<p>My wife is a giant too. <b>My spouse, partner is one too.</b></p>	<p>Wife: companion, partner, mate, spouse,</p>
<p>People think that giants are fierce and that they love stomping and eating people <b>Others think that giants are brutal, vicious and enjoy stamping on and gobbling up and swallowing people.</b></p>	<p>People: Persons, others, folks, individuals Fierce: violent, brutal, aggressive, angry, stern, vicious, furious Stomping: stamping, tramping, clomping</p>
<p>But I'm not interested in eating anyone. <b>But I don't care about gobbling up anybody.</b></p>	<p>Interested: intent, involved, engrossed Eating: consuming, digesting, Anyone: anybody, someone, somebody, everyone, everybody</p>
<p>And when you're as big as I am, you can't help stomping just a little bit. <b>And if you were as huge as me, you wouldn't be able to help trampling on others and things.</b></p>	<p>Big: large, giant, immense, vast, great, gigantic, huge, enormous Little: slight, tiny, minute</p>
<p>I'd love to find some friends, but people run away screaming when they see me. No one comes to visit. <b>I want to have friends but people are afraid and don't want to call.</b></p>	<p>Love: Find: discover, catch, Friends: groups, contacts, helpers People: others, people Visit: call, stay</p>
<p>Life is hard for giant Life is tough when you are a giant</p>	<p>Hard: difficult, tough</p>

## Lesson 5 - The Giant's Diary

Hi. My name is Hugo Grand and I'm a giant.	
My wife is a giant too.	
People think that giants are fierce and that they love stomping and eating people	
But I'm not interested in eating anyone.	
And when you're as big as I am, you can't help stomping just a little bit.	
I'd love to find some friends, but people run away screaming when they see me. No one comes to visit.	
Life is hard for giant	



## Lesson 6 - Big Mama and Grandma Ghana Sunday

Big Mama takes care of me after school.	
She bakes peanut butter cookies for me.	
I lick the bowl.	
Big mama loves to hear me read.	
Then I tell her about our day at school.	
She tells me about the old days when my mum was little.	
When I eat dinner with big mama, she says, "Eat all your greens, Miles.	
"They'll make you strong!" If I eat them all, she gives me a cookie.	

# Lesson 6 Synonyms

Name: \_\_\_\_\_

Synonyms are words that have almost the same meaning.

Words for **pretty**: beautiful, gorgeous, lovely

Words for **sleep**: nap, snooze slumber

**Directions:** Read the story below. Rewrite the story by replacing each underlined word with a word from the list that means about the same thing.

caps

cool

hike

ill

shade

sip

still

toss

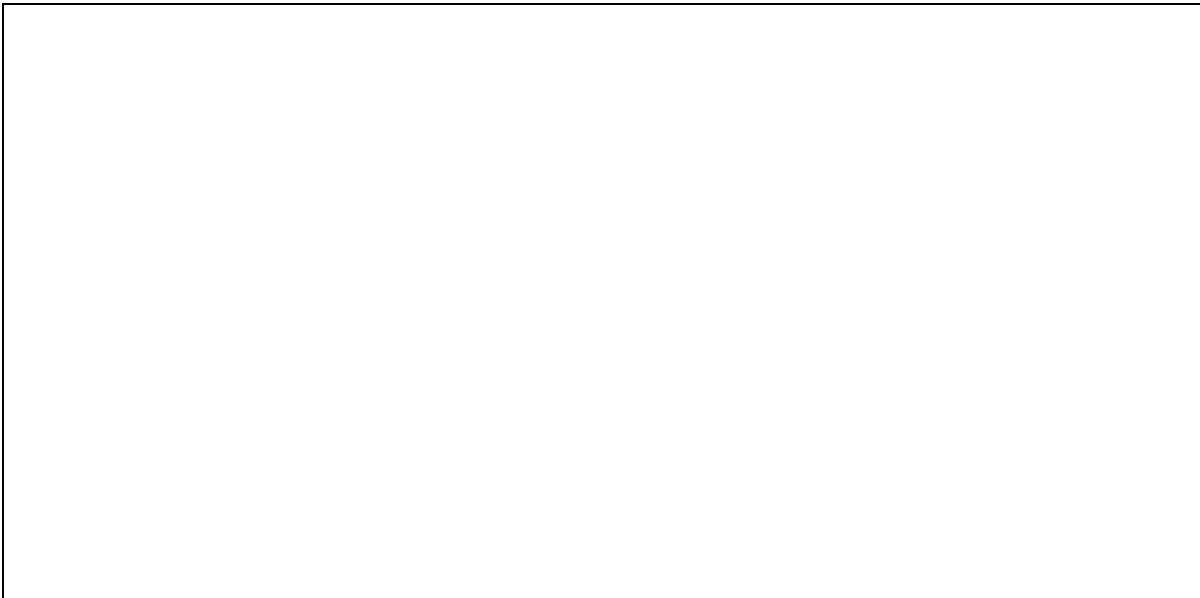
warm

## A Hot Day

Today is hot. We had a drink of cold water. We cannot take a walk or throw a ball. We wear hats to make a shadow on our faces. Too much sun can make anyone sick. It is best to stay quiet on a day like this.

Today is warm. We had a sip of cool water. We cannot hike or toss a ball. We wear caps to make shade on our faces. Too much sun can make anyone ill. It is best to stay still on a day like this.

Draw a picture of your story.



## Appendix 8

### ENHANCING READING INTERVENTION FOR AT RISK STUDENTS University of Melbourne and Catholic Education Office Melbourne SESSION OUTLINE - COMPREHENSION : PARAPHRASING (Sessions 31 - 60)

1:1 30 minutes

Group of 2/3: 45 minutes

Activity	Task Description	<u>Time</u>
Text Retelling (Story from Previous Session)	Students re-tell story from the previous session. They say what they remember about the story. (Students retell from memory, details of the story, <u>not</u> sentence by sentence while looking at the text. You may need to use the front cover as a prompt.) The aim is to improve story recall.	3 – 5 mins
Text Reading – Shared Reading Strategy (Story from Previous Session)	Students (and/or teacher) re-read a <i>chosen section</i> from the story from previous session. Teacher cues (or models) use of paraphrasing during the reading. The student reads each sentence and then retells in his/her own words, changing as many words as possible, <i>while retaining the meaning.</i> (The <i>chosen section</i> is pre-selected by teacher.)	5 - 8 mins
Synonyms Task (Story from Previous Session)	Teacher selects 3-5 words from the story from previous session, suitable for students to use for the Synonyms Task. Students are supported by the teacher to create a list of synonyms using words selected from the story from the previous session.	5 mins
Reading Target Words (New Story)	Students read the three target words (key content words) on flashcards. Students then place each card on the word from the story. Together, the group can discuss the word to ensure meaning of each target word.	3 - 6 mins
Writing Target Words (New Story)	Students write key content words (from the new text) by copying each from its card. Extension: Some students may like to write the word without referring back to the card.	3 - 6 mins
Reflection	Student(s) comment on 1. what they have learned (knowledge / strategy), 2. what they know now that that they didn't know before and 3. how they can use what they have learned in new tasks and contexts.	3 mins
Text Reading - Shared Reading Strategy (New Story)	Students say the paraphrasing strategy before they begin to read: <i>“After I have read each sentence I will try to say it my way. I will change as many words as I can.”</i> Student reads passage. Teacher cues the student to paraphrase aloud after each sentence read in the story.	8 - 12 mins

**Note:** Students are encouraged to paraphrase sentence by sentence. If this is taking too long in a small group, your options are: to paraphrase a pair of sentences OR continue sentence by sentence and only paraphrase every second sentence. Once your students have mastered the skill of paraphrasing sentence by sentence, then move to paragraphs (or page for Yr1/2 texts).

**Encourage the continued use of visualising.** Even though the teaching focus has moved to paraphrasing, students are encouraged to utilise more than one strategy at a time, while reading.

## Additional Teaching Notes

First session introducing paraphrasing

**Introduce the strategy:** *We are learning things you can do to help you read. One thing you can do is to make a picture in your mind. Today we are going to learn another thing you can do that will help you to remember what you read. It is called paraphrasing.*

*This is what you can do - tell yourself what you have read. After you have read the sentence, you say it to yourself, in your own way. You try to change as many words as you can. We will begin doing this with sentences, then pairs of sentence and paragraphs.*

*Let's practise it.*

**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 some sentences that have accompanying pictures with the child. After each sentence, you model paraphrasing it and then have the student practise it. You may need to begin with changing individual words in sentences first (that is, the students suggest synonyms).

Sentence read	Teacher	Students paraphrase
A monster came to live in a city. He wanted to find a place to live.	Read sentence twice  Model paraphrasing: This monster moved to a new town. He needed to get a house for him to stay in.  Now you try saying it in your words.	
He needs to get to know the city. After he bought a map he looked for a bus.	Read sentence twice  Model paraphrasing: He wants to find what is in the town. First he got a map. Then he searched around for a bus stop.	

**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?

**Teacher models and students practise** Let's do this together with another paragraph. Read this text.

**Teacher reviews the action:** What do you tell yourself to do when you paraphrase.

### **Student transfers the action to other texts**

Students paraphrase texts individually. Now you are going to practise doing this to some sentences by yourself. Try to think of a different way of saying each sentence. Read each sentence. Say it to yourself in another way and write down what you thought of. Try not to use words that are in each written sentence.

**Students review what they did.** *Teacher says:* At the end of our first session can you tell me what you know about paraphrasing and what steps you should follow to paraphrase a text.

Students' possible answers:

1. The first step in paraphrasing is to read a text.
2. The second step is to ask yourself 'what are the main idea in the sentence/paragraph'.
3. The third step is to put the main ideas into your own words using complete sentences.

### **Session 2**

During this session, the student consolidates the use of strategy. The student reviews the steps involved in paraphrasing and the teacher gives additional practice in paraphrasing single sentences and paragraphs. Monitor the students' work and give appropriate feedback. Pupils transfer the strategy to new texts by being shown a text and saying what they will do.

Students' possible answers:

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.

## Appendix 9

### ENHANCING READING INTERVENTION FOR AT RISK STUDENTS

University of Melbourne and Catholic Education Office Melbourne

#### SESSION PLANNER - COMPREHENSION : PARAPHRASING (Sessions 31 - 60)

[\\*Support material for optional use with Session Outline - Paraphrasing](#)

Text Retelling  (Story from Previous Session)	Title of text: _____  <i>*Have a copy of this text available for students who need to use the front cover as a prompt.</i>
Text Reading – Shared Reading Strategy  (Story from Previous Session)	Title of text: (as above)      Page no. _____ Chosen section of text to be used for revising paraphrasing:   Reason for choosing this passage:
Synonyms Task  (Story from Previous Session)	3-5 words chosen from the story, suitable for the Synonyms Task. 1. 2. 3. 4. 5.
Reading Target Words  (New Story)	The three target words (use the key content words as outlined in Session details) 1. 2. 3.
Writing Target Words	
Reflection	An aspect of the lesson that you would like to reflect on:
Text Reading - Shared Reading Strategy  (New Story)	Students say the paraphrasing strategy before they begin to read: <i>"After I have read each sentence I will try to say it my way. I will change as many words as I can."</i> Student reads passage. Teacher cues the student to paraphrase aloud after each sentence read in the story.

**Appendix 10**  
**ENHANCING READING INTERVENTION FOR AT RISK STUDENTS**

**University of Melbourne and Catholic Education Office Melbourne**

**SESSION PLANNER - COMPREHENSION : PARAPHRASING (Sessions 31 - 60)**

*\*Support material for optional use with Session Outline - Paraphrasing*

Text Retelling  (Story from Previous Session)	Title of text: _____  <i>*Have a copy of this text available for students who need to use the front cover as a prompt.</i>
Text Reading – Shared Reading Strategy  (Story from Previous Session)	Title of text: (as above)      Page no. _____ Chosen section of text to be used for revising paraphrasing:   Reason for choosing this passage:
Synonyms Task  (Story from Previous Session)	3-5 words chosen from the story, suitable for the Synonyms Task. 1. 2. 3. 4. 5.
Reading Target Words  (New Story)	The three target words (use the key content words as outlined in Session details) 1. 2. 3.
Writing Target Words	
Reflection	An aspect of the lesson that you would like to reflect on:
Text Reading - Shared Reading Strategy  (New Story)	Students say the paraphrasing strategy before they begin to read: <i>“After I have read each sentence I will try to say it my own way. I will change as many words as I can.”</i> Student reads passage. Teacher cues the student to paraphrase aloud after each sentence read in the story.

## Appendix 11

### Synonyms task - Group

John Munro

Administer the set of words below to a group of students. Say to the group: *I am going to say some words. After I say each word, I want you to think of another word that says the same thing. I would like you to write the word you think of. You can take as long as you need. This is not a spelling test. If you are not sure of how to spell a word, just write down how you think it is spelt. In this task it doesn't matter if you write words incorrectly.*

Go through the practice words below first. Then read each of the target words and ask the group to say write word that 'says the same thing'.

After the group has responded, ask "*Remember to think of any other words that mean the same as...? Now write down any other words you can think of that mean the same thing as ... .*"

Use the 'Teacher's Sheet' to correct the students' responses. The words in the second column are possible synonyms.

**DO NOT SAY ANY OF THE TARGET WORDS IN A SENTENCE. SIMPLY SAY THE WORD. REPEAT IT IF NECESSARY.**

Practice: *Thin. Write another word that says the same as thin. Acceptable answers would be skinny or slim. If the child gives a correct response, ask "Did you think of other words that also mean thin?"*

If some children hesitate, say "*You could say skinny or slim. Other words that say the same as thin are skinny or slim.*"

*Here is another word. Dog. Write another word that says the same as dog. Acceptable answers would include puppy, hound, or terrier. If some children hesitate say "You could say puppy, hound, or terrier. Other words that say the same as dog, puppy, hound, or terrier.*

*Here is another word. Slide. Write another word that means the same as slide. Acceptable answers would be slip or skid. Repeat the instructions above.*

Here is another word. Talk. Write another word that means the same as talk. Acceptable answers would be speak, natter, chat or say. Repeat the instructions above.

Instruction: *Now have a go at each of these words. I will say a word and I want you to write another word that says the same thing. You can take as long as you want. If you don't hear a word that I say the first time, just tell me and I will say it again.*

	Practice word	Possible correct responses
1.	thin	skinny or slim
2.	dog	puppy, hound, or terrier.
3.	slide	slip or skid



## Synonyms task: Target words and possible responses

### Teacher's Sheet

Target word		Possible correct responses
1.	small	tiny, little, wee, mini, miniature, short, shrimp, slight, stunted, teensy, minor, trifling
2.	talk	speak, natter, chat, say
3.	fast	quick, rapid, brisk, snappy, speedy, hasty, swift
4.	old	aged, ancient, elderly, experienced, geriatric, senior, veteran, outdated, stale
5.	leave	go, clear out, scam, stop
6.	car	vehicle, automobile, sedan
7.	shoe	boot, slipper, runners, sneaker
8.	child	boy, girl, infant, tot, baby, youngster, brat, kid, kiddie, toddler
9.	fat	rotund, plump, overweight, burly, corpulent, obese, oversize, paunchy, portly, stout, blubbery, bulk, lard
10.	walk	stroll, amble, hike, march, pathway, amble, tramp
11.	cat	kitten, moggy, puss, leopard, lion, tabby
12.	fatigued	tired, all in, beat, exhausted, weary, worn-out, zonked, sapped
13.	boat	ship, types of boats
14.	clean	neat, tidy, clear, flawless, trim, sparkling
15.	sick	ill, unhealthy, unwell, weak, queasy, diseased,
16.	tiger	cat, cheetah, cougar, jaguar, leopard, lion, panther
17.	engine	motor machine, apparatus, appliance, gadget
18.	ignore	disregard, avoid, cut, neglect, omit, overlook, reject
19.	precious	expensive, dear, prized, treasured, valued, invaluable, prized
20.	angry	mad, irate, crazy, cross, out/enraged, fiery, fuming, furious, storming
21.	hit	slap, strike, punch, bat, smack, smash, sock, swipe, success, achievement, triumph
22.	give	donate, provide, contribute, dole out
23.	stop	prevent, bar, impede, halt, end, block, close, finish, terminate, rest, still
24.	cage	pen, cell, prison, enclosure, coop, cavity, chest
25.	adolescent	teenager, immature, juvenile, youthful, minor
26.	station	terminus, headquarters, stop, base, depot, terminal
27.	release	free, liberate, acquit, let go
28.	flow	run, move, drift, ooze, stream, abound, progress
29.	liberate	free, let out, loosen, release
30.	a building	a construction, edifice, home, house, dwelling, structure

### Synonyms Task: Student Form

Student name: \_\_\_\_\_ Year Level: \_\_\_\_\_

Date: \_\_\_\_\_

	First word	Additional words			
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
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19.					
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21.					
22.					
23.					
24.					
25.					
26.					
27.					

28.					
29.					
30.					

**SCORING**

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**Synonym Task Scoring Criteria**

2 points: Same meaning as the target word both semantically and grammatically *eg. walk - stroll*

1 point: Has the same meaning as the target word semantically (not grammatically) *eg. walk - strolled*

0 points: others *eg. walk - run*

*Additional Rules for Scoring*

1. Only include the first five words that the child wrote for each item
2. If a child provides varied word forms as his or her response, e.g. leave: go / going / gone, only accept the root form "go"
3. Accept plural if the response is distinctly different from the target word e.g. child: children / little people, accept "little people" but not "children".



## Appendix 12

### Paraphrasing task: Group administration

#### John Munro

*In this task we are going to be reading and writing sentences. This is not a spelling test. If you are not sure of how to spell a word, just write down how you think it is spelt. In this task it doesn't matter if you write words incorrectly.*

*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. After that I will ask you to try.*

*Read the sentence. Then say 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 words as you can. When you have thought of another way of saying it, write down your sentence in the space. Remember you don't need to spell all the words correctly.*

*Now you have a go at the second sentence. Read it to yourself. Now have a go at saying it another way. Change as many words as you could. Write down your sentence. Remember you don't have to spell all the words correctly. Ask some students to share their responses with the class and provide useful corrective feedback. 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." Write down what I have said in the space.*

*Now you have a go at the third sentence. Read it to yourself. Now have a go at saying it another way. Change as many words as you could. Write down your sentence. Remember you don't have to spell all the words correctly. Ask some students to share their responses with the class and provide useful corrective feedback. 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." Write down what I have said in the space.*

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 have a go at saying it another way. Change as many words as you could. Write down your sentence. Remember you don't have to spell all the words correctly. Ask some students to share their responses with the class and provide useful corrective feedback. 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." Write down what I have said in the space.*

Sentence read	Teacher	Your try
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 students the following instructions: *Read each sentence to yourself. Tell yourself what it says. Then 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. Remember I am keen to know about the sentences you make. You will probably say different things from each other.*

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.	
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## Paraphrasing task: Group administration

### Student work sheet

Student name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Sentence	Teacher	Your try
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 needs to get to know the city.		
After he bought a map he looked for a bus.		

	Sentences	Your sentences
1.	The young man and his friend rode on the bike.	
2	They were enjoying themselves.	
3	The birds were singing in the trees.	
4	The two friends chatted. They were not paying attention to anything.	
5	They were supposed to watch where they were going.	
6	The track became narrow and twisted.	
7	Suddenly it began to slope down and the	



	bike sped up.	
8	People in the park watched and gasped as it went faster and faster.	
9	The two riders weren't smiling and chatting any longer.	
10	Now they were gripping the bike as tightly as they could, showing fear on their faces.	
11	People in the park had stopped what they were doing and started to yell "Stop" or "Be careful".	
12	All of a sudden the path goes around a sharp curve.	
13	Ahead they see in the middle of the path, a huge stone.	
14	The closer they get to it, the more enormous it becomes.	
15	As they fly towards it, their hearts are beating louder and louder and they try to take avoidance action.	
16	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.	

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### Scoring System

At the completion of reading (or listening to) each sentence, ask the student to paraphrase the sentence in his/her own words.

Give 2 points for a sentence that has been reworded, and the student has substituted more than 50% of the words in the sentence (using synonyms).

Give 2 points for a sentence in which the order of the words within the sentence has been changed and meaning has been maintained. (Some synonyms may also be used.)

Give 1 point for a sentence that has had less than 50% of the words in the sentence have been substituted with synonyms.

Give 0 points if a sentence is complete, or does not maintain meaning.

**Note: Students can only gain points if the meaning of the sentence is maint**

## Appendix 14

### MODEL OF TEACHING AND LEARNING

A model of teaching that considers the nature of the learning process that could be applied to intervention with students who have oral language difficulties is that developed by Collins, Brown & Newman (1989). This model has six principles of instruction, three which are the responsibility of the Teacher and three that are the responsibility of the student. The principles are as follows:

<b>Responsibility of the Teacher</b>	Modelling	Teacher models the actual task and how it is to be completed
	Coaching	The teacher guides, prompts and provides feedback as the student engages in the task. This support is required on an ongoing basis.
	Scaffolding & Fading	The teacher provides some cues to assist the student to recall how to complete the task. These cues occur less often and are faded out as the student is able to increasingly complete the task independently.
<b>Responsibility of the Student</b>	Articulation	Student explains what they have learned (ie. knowledge / process strategy) and when they can use what they have learned.
	Reflection	Students reflect on what they have learned focusing on identifying what they know now that that they did not know before.
	Exploration	Students are encouraged to consider how they can use what they have learned (ie. knowledge / process strategy) in new tasks and contexts.

Collins, A., Brown, J.S. & Newman, S.E. (1989) Cognitive apprenticeship: teaching the crafts of reading, writing and mathematics. In L.B. Resnik (ed.) *Knowing, learning and instruction: Essays in honour of Robert Glaser*. Lawrence Erlbaum, Hillsdale, NJ.

## **RAP** **Paraphrasing Strategy**

**R**ead the Text.

**A**sk yourself questions about the main idea and details.

**P**ut into your own words. Try to change as many words as you can.