

*Prediction: Teaching Grade 5 children paraphrasing improves comprehension in fiction texts.*

Three grade 5 children, of underachievers in reading comprehension were taught to paraphrase to improve comprehension in fiction texts. The participants were girls aged between 10-11 years that were experiencing difficulties with comprehension. 1 of the participants had been on reading recovery in grade 1, 1 girl has been diagnosed as autistic and has been on intervention programs for all of her primary school education and the other girl speaks another language at home and has experienced difficulties with the semantics of the English language. To assist these students it was decided to test the following hypothesis that “developing meaning at the sentence level through the explicit teaching of paraphrasing will improve their comprehension in fiction texts.” Research on the development of comprehension worldwide suggests that when teaching students a paraphrasing strategy their ability to remember what they read improves. In this study it was decided to teach through the acronym RAP to help them remember the paraphrasing strategy.

R – Read the text

A – Ask yourself questions about the main ideas and details

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

The study compares their results before and after teaching the strategy through a series of 10 lessons following “John Munro’s” ©teaching sequence. Results indicated support for the hypothesis as the comprehension scores for all participants improved in all areas of testing. Monitoring the participants during the sessions also supports the hypothesis, because their synonym usage for paraphrasing improved and they were able to express the meaning of sentences with a greater understanding.

*The broad topic/problem that was targeted.*

Many students at the middle- upper primary level have difficulty paraphrasing what they have read in order to gain comprehension. It is evident that they may have 100% accuracy in decoding text but their ability to comprehend that text does not correspond.

They are able to read text at an age appropriate level or above but are unable to retell or answer questions with a deep understanding of the meaning of the text.

Reading with understanding involves metacognitive processes.

Comprehension is based upon the belief that understanding what we read is the ultimate function of reading. Readers need to be able to gain information directly from text, be able to reconstruct more than one idea contained in text, imply what is not directly stated, determine unknown words within context, understand any additional information and express an opinion based on what has been read.

Success in this area of the school is largely dependent upon constructing meaning from texts.  
(Schumaker, Denton & Deshler, 1984)

*Why is this a problem?*

**Many children who are able to read words are having difficulty in comprehending what they are reading.**

*Related Research that has been done – literature search.*

**According to *Polloway, Patton, and Serna (2001)*, one of the most important academic skills taught in school are reading comprehension. *Parker, Hasbrouck, and Denton (2002, pg. 45)* describe comprehension in reading as, “*understanding what is read.*” The ability to comprehend written text needs to be applied and generalised in various settings within school and externally. When students are able to understand written material, they gain meaning from the written text. As noted by *Polloway (2001 pg. 260)* “*the goal of reading is comprehension*”**

**Students can be assisted to learn within a Strategic Instruction Model. The paraphrasing strategy that *Schumaker, Denton & Deshler* have found successful is the RAP strategy *Schumaker, Denton & Deshler, (1984)*. RAP is a metacognitive technique common to the Strategic Instruction Model (SIM)(*David Katims, Sandra Harris, 1997*)**

**The steps in this paraphrasing strategy are:**

- Read a paragraph
- Ask yourself what were the main idea and two important details?
- Put the main idea and details into your own words.

**Learning strategies are techniques, principles, or routines that enable students to learn to solve problems and complete tasks independently.**

**A strategy is an individual's approach to a task, including how a student thinks and acts when planning, executing and evaluating performance on a task and its outcomes. In recent years, reading researchers, in conjunction with cognitive theorists, have come to believe that reading comprehension is influenced by understanding how readers construct a representation of incoming information. Thus, researchers have designed metacognitive interventions that help develop processing strategies to promote a student's active and thoughtful engagement with text material. *Loxterman, Beck, & McKeown, 1994*)**

**Much of the research and development of learning strategies for students with learning disabilities has come from researchers and educators affiliated with the University of Kansas Center for Research on Learning. They have validated an instructional sequence in which students learn a strategy that has multiple parts with the aid of a mnemonic- RAP strategy, *as outlined above. Daniel J Boudah, Kevin J. O'Neill, (1999)*. It also states that if students need to learn prerequisite skills, such as finding main ideas and details, teachers teach those before teaching the strategy, and reinforce student mastery of those skills during strategy instruction. Students typically learn to use a learning strategy in small groups, through short intensive lessons over several weeks.**

**Ellis (1999) suggests that there is a need for some simple, easy to learn, yet powerful strategies that have immediate impact. Also it would be easier to attain teacher's commitment to implement the Strategic Instruction Model if we started with something simple that would not be too difficult to teach.**

**In general research suggests that use of learning strategies can improve student performance in inclusive settings or on grade appropriate tasks.**

A similar process to (Schumaker, Denton & Deshler) suggest by (Fisk and Hurst, 2003) notes, “when students are taught a technique for how to paraphrase text, paraphrasing can strengthen comprehension of both fiction and non fiction.” Their steps are as follows:

1. Initial reading and discussion
2. Second reading and note-taking
3. Written paraphrase
4. Sharing paraphrases

They make reference to a wide number of researchers who have found paraphrasing to be highly effective in increasing comprehension. “Paraphrasing for comprehension is an effective reading strategy that helps students process and comprehend what they are reading and learning”.

*Doreen Perry and Patricia Bellart-Project RIRA, (1996,)* state that they used the RAP strategy as a way of dealing with more complex Readings because research has shown that students’ comprehension and retention scores increase in proportion to the quality and quantity of the paraphrase statements they make while reading a passage. They state that paraphrasing benefits students for several reasons. Firstly they have to actively interact with the material rather than passively read it. Second, students maintain a high level of attention during this activity because they chunk long passages into smaller units while they read, question, paraphrase and read again. This combined effort of “chunking” and active reading facilitate memory and recall of information.

Fisk and Hurst (2003) 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. They also note that paraphrasing should not be word for word translation of the written text. It should be in the student’s own words to express the main idea and include evidence.

The present investigation aims to extend earlier research in examining the effects of using the RAP strategy to reinforce paraphrasing by (1) changing words for appropriate synonyms and (2) rephrasing at sentence level but maintaining meaning.

My prediction is that by teaching children who have difficulty comprehending text at their reading level this paraphrasing strategy will improve their ability to comprehend text.

### **Design**

An OXO design was employed in which the explicit teaching of paraphrasing within the RAP strategy was taught sequentially. Accuracy with synonyms matching and keeping the main idea at sentence level will be monitored along with the students understanding and any new learning that takes place. This will be monitored throughout the course of ten lessons.

Each lesson was based upon (*John Munro's*) Comprehension Intervention Format: *Paraphrasing*.

### **Participants**

The 3 students who were chosen for this study were from the Grade 5 level of the school and were female. Their ages range between 10-11 years.

The students were chosen after consultation with their previous teacher who identified a need for comprehension intervention and additional assistance. The opportunity to work on developing strategies for comprehension would assist them in understanding text better was identified as a need.

All 3 students have difficulties comprehending text and exhibit similar problems in interpreting text. Of particular concern was their accuracy in choosing similar words in interpreting text to paraphrase keeping the main idea in tact.

All participants attend a primary school. Their ages and reading abilities is outlined in Table A.

<b>Participants</b>	<b>Description of learning difficulties</b>
<b>Student A</b> Date of birth 7/6/95	Student A is from an English as a Second Language background where English is not spoken at home. Her AIM data in grade 3 scaled her below the grade 2 level for reading.
<b>Student B</b> Date of Birth 25/03/95	Student B has an Autistic Disorder and has been diagnosed with a severe language disorder. She has integration funding. She has a modified curriculum program and a social skills program.
<b>Student C</b> Date of birth 7/4/95	Student C spent 15 weeks on the Reading Recovery program in grade 1 – 3 years ago. Her AIM data puts her below the grade 3 line for reading ( 2 years ago).

Their TORCH and BURT scores from the beginning of the year validated the choice made. They read the cloze exercise following the reading of the text "Cats" They scored the following: Student A 33% Stanine 4, Student B 1% Stanine 1 and Student C 1% Stanine 1.

All three were able to accurately decode at their chronological age when reading but experience difficulty in completing comprehension tasks and using information gained in all other areas of the curriculum. It was also limiting their participation in any in depth discussions

The students were assessed to establish their entry level of competency in comprehension. The assessments are clearly outlined using a battery of tests.

Using PROBE – reading assessment (2002) a reading age and accuracy level for comprehension was established as shown in TABLE A

**TABLE A**  
**READING ACCURACY AND COMPREHENSION**  
**PROBE TEST: TITLE: "BRADLEY"**

Student	Age as of 6/04/06	Text	Pre Test Probe: Text – "Bradley" 11.5-12.5 years Oral reading observation	
			Reading % Accuracy	Comprehension % Score
Student A	10 years 10months	12-13 years	100%	40%
Student B	11 years 1 month	10.5-11.5 years	100%	30%
Student C	11 years	11.5-12.5 years	99%	90%

The students were taught through a specific Strategic Instructional Model (RAP) how to paraphrase. This involved developing knowledge and skills in the use of synonyms and gaining the main idea at sentence level.

**Materials included:**

**Oral Retell task:**

Using a story from *Neale Analysis (1988 Ed.) Diagnostic Tutor section Level 4 pg. 49* an Oral Paraphrasing pre and post test was designed to analyse their paraphrasing at a sentence level to test for synonym knowledge and keeping the main idea of a sentence when paraphrasing.

As there were no commercially produced assessment tasks for oral retelling, one was designed from the texts in the Neale Analysis test. It was designed to start with sentences of one idea, and move towards more complex sentences with 2 or more ideas. (See Appendix 12)

**Reading Comprehension Tasks:** TORCH was used to determine Normative data (percentile ranks and stanine score). This will show their Raw Score from which you can determine their Scale Score and Error margin and Stanine. After checking that the student's score is meaningful you can then interpret for analysis of their reading comprehension skills.

**PROBE** (Prose reading – Informal Reading Inventory) to assess decoding errors and reading behaviours, and comprehension level.

**Word Test.** A simple word test from texts that are going to be presented to children to see if they can match or suggest similar meaning words (synonyms)( Appendix 11)

**Memory for sentences task:** The Woodcock Diagnostic Reading Battery (1977) was used to determine their ability to remember sentences from one word sentences to more complex sentences.

### **Procedure**

The tasks were administered in the following order

- PROBE
- Oral Retell tasks
- TORCH
- Word Test
- Woodcock Diagnostic Reading Battery

All 3 students were individually administered the pre and post tests in a room other than their own classroom.

The teaching sessions were conducted as follows, because of a time frame that was very restrictive.

Session 1, 2, and 3 on separate days

Session 4 and 5 on the same day concurrently

Session 6 and 7 on the same day but with time in between

Session 8 and 9 on the same day but with time in between

And Session 10 on another day.

Sessions 4-10 were on days following each other.

The literacy coordinator in the same conditions and room conducted every teaching session. The only lessons audiotaped were the pre and post test sessions for accuracy of results.

For teaching sessions the students were withdrawn from their classroom setting during varied times (so they were not missing the same lessons). Each session consisted of 40-45 minutes duration.

Teaching sessions were conducted in a large room with no distractions. They were based on John Munro's Comprehension Intervention Format: *Paraphrasing* incorporating the RAP strategy (Schumaker, Denton & Deshler, 1984). (Appendix 13)

Teaching sequence (see appendices 1-11 )

Each session consisted of

- Text retelling – Students retelling from the previous session. They say what they remember about the text.
- Text reading (a shared reading strategy) Re read passage from previous session. Teacher cues use of paraphrasing and referral to RAP strategy. It is important to emphasise here the retention of the main ideas.
- A task incorporating Synonyms and reading target words for sessions Students are cued to retell in their own words sentences read to them from story in previous session. – Teach synonyms at this point
- Reading Target words – match key content words from new texts to be read with synonyms. This will be done in various ways over the sessions.
- Writing new target words
- Text reading of a new passage and a reflection session to allow for new learning to be metacognitively learnt. Students say paraphrasing strategy. Students read passage. Teacher cues students to paraphrase aloud after each sentence.
- Reflection. Students comment on what they have learnt in session. Building their long-term memory.

*This procedure allow for a build up of Abstract Vocabulary, the intention of memorizing the experiences for storing and visualizing the experiences and an opportunity to review so that thinking actions are stored in their long term memory.*

Tasks given at pre-test and post-test.

**PROBE:**

*Oral reading analysis*

*Reading comprehension analysis*

The PROBE reading test was administered individually to the 3 students to observe their reading behaviours and comprehension. This reading inventory was useful when analyzing their fluency rate, self-corrections and accuracy. It also was able to assess specifically the types of comprehension each student was able to answer with accuracy. That is: literal, inferential, evaluative, reorganizing information, and reactive.

Information gained from this test was useful in determining their level of comprehension and reading accuracy.

The Results indicate support for the hypothesis that Teaching Year 5 students a paraphrasing strategy, using synonyms and RAP strategy to improve their comprehension even though they are accurate decoders of text.

**Probe Determiner Test**

Participants	Set		Amount of words corrected since pre test
	Pre test	Post Test	
			<b>Post test</b>
Student A Age: 10years 10 months	Set 18 Reading age 13.5-14.5 years	Set 18 Reading age 13.5-14.5 years	8
Student B Age: 11 years 1 month	Set 12 10.5-11.5 years	Set 15 Reading age 12-13 years	7
Student C Age: 11 years	Set 14 11.5-12.5 years	Set 15 12-13 years	3

In the PROBE Determiner test at the pre test stage Student A results indicated Set 18 and this remained the same post test although she corrected 8 words since the pre test.

Student A remained on Set 18 for both tests.

Student B went from Set 12 to Set 15

Student C went from Set 14 to Set 15.

**Student A:** Set 18 to Set 18 Reading age stayed the same – 13.5 - 14.5

**Student B:** Set 12 to Set 15 Reading Age went from Reading age 10.5-11.5 to Reading age 12 - 13 years an improvement of at least 6 month

**Student C:** Set 14 to Set 15 Reading Age went from 11.5 – 12.5 to a Reading Age of 12 - 13 years, an improvement of at least 6 months.

So 2 out of the 3 participants made an improvement in their reading age of at least 6 months.

**TABLE B**  
**READING ACCURACY AND COMPREHENSION**  
**PROBE TEST: TITLE: "BRADLEY"**

Participants	Reading Age	Reading Accuracy		Comprehension Score	
	Pre test Determined Reading age	Pre test	Post test	Pre test	Post Test
Student A Age: 10 years 10months	12-13 years	100%	100%	40%	80%
Student B Age: 11 years 1 month	10.5-11.5 years	100%	100%	30%	70%
Student C Age: 11 years	11.5-12.5 years	99%	100%	90%	100%

The PROBE test entitled "Bradley" was administered to the participants as a pre test and post test text to analyse their reading accuracy and comprehension. The results indicated that their reading accuracy and decoding was age appropriate and they scored 100% accuracy in reading of the text. Their overall fluency and speed was high. There were minimal hesitations, omissions, insertions and dependence in their reading of the text as the text was matched according to the PROBE determiner test.

Their comprehension results showed a comparable difference between the pre and post test stages.

Student A improved from 40% to 80% an improvement of 100% in comprehension

Student B improved from 30% to 70% improvement of 110% in comprehension

Student C improved from 90% to 100% an improvement of 10%

**TABLE C**  
**READING ACCURACY AND COMPREHENSION**  
**PROBE TEST: TITLE: "BRADLEY"**

Participants	Types of comprehension									
	Vocab		Inferential		Evaluative		Reorganised		Reactive	
	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
Student A Age: 10.10	1	0	0	2	2	3	0	2	1	1
Student B Age:11.1	0	1	1	3	0	1	1	2	1	1
Student C Age:11	1	1	2	3	3	3	2	2	1	1

All three students showed improvement in inferential comprehension and in the ability to reorganize information for clarity. The two students who did not gain 100 % accuracy in evaluative comprehension in the pre test improved in the post test ability to evaluate for better comprehension.

**TABLE D****ORAL RETELL USING PARAPHRASING***Oral Retell / Paraphrasing of sentences. Extract taken from Neale Analysis Diagnostic Tutor section Level 4*

Participants	% of paraphrasing Achieved in 5 sentences		Translation into own words maintaining meaning		Changed the structure of the whole sentence		Parts of speech changed.	
	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
<b>Student A</b>	28%	53%	Meaning lost in 4/5 sentences	Meaning retained in 4/5 sentences	No – structure usually did not make sense. Meaning lost	No change in structure of sentence	3/13 verbs 1/2 adverbs 2/11 nouns 1/5 adjective	7/13 verbs 1/2 adverbs 3/11 nouns 4/5 adjectives
<b>Student B</b>	17%	42%	Extremely limited	About half of the time	No evidence	No evidence	4/13 verbs 0/2 adverbs 1/11 nouns 0/5 adjectives	7/13 verbs 1/2 adverbs 2/11 nouns 2/5 adjectives
<b>Student C</b>	32%	67%	Partially	Mostly	No evidence	Some evidence	4/13 verbs 1/2 adverb 1/11 noun 3/5 adjectives	10/13 verbs 1/2 adverbs 5/11 nouns 4/5 adjectives

The amount of paraphrasing attempted by all 3 students improved from the pre test stage to the post test stage. Student A improved from 28% to 53% an improvement of 25%. Student B improved from 17% to 42%, an improvement of 25% and Student C improved from 32% to 67% an improvement of 35%.

Their ability to maintain meaning within the paraphrasing also improved considerably. This can be seen in more detail in appendices 24-26. None of the students made any difference in changing the structure of the whole sentence. It was interesting to note that it was mostly verbs and adjectives that were changed.

**TABLE E****LEVELS OF COMPREHENSION ACHIEVEMENT  
TORCH***Test Name "Feeding Puff"***Compared to Year 4 Reference Group- Current Torch Normative Data**

Participants	Student A		Student B		Student C	
	7/06/95		25/3/95		7/4/95	
Date of birth	Pre test	Post test	Pre test	Post test	Pre test	Post test
Raw Score	7	21	15	15	8	18
Scale Score	32.4	60.5	44.2	44.2	34	49.7
Error Margin	3.3	6.8	3.2	3.2	3.1	3.8
Percentile Rank	19%	96%	60%	60%	24%	77%
Stanine	3	8	6	6	4	6
<b>COMPARED TO YEAR 5 DATA- Old Torch normative data</b>						
Total Score	7	21	15	15	8	18
Percentile Rank	3%	99%	51%	51%	5%	80%
Stanine	1	9	5	5	2	7

In the TORCH test it was decided to compare their analysis with a Year 4 Reference group to gain a more comprehensive picture because the Scale Score and Error Margin data was available. It was also considered more accurate because it was the most recent normative data published by ACER. The comparison data for the Year 5 group was old normative data from the previous TORCH manual but is used for comparison here as the students are presently in Grade 5.

In this study for an analysis of their improvement in comprehension the Year 4 normative data is used.

Student A improved her percentile rank from 19% to 96% and her Stanine went from Stanine 3 to Stanine 8.

Student B stayed the same as post test and pre test stage. Her percentile rank stayed at 60% and her Stanine stayed at Stanine 6.

Student C improved her percentile rank from 24% to 77% and her Stanine score went from Stanine 4 to Stanine 6.

**TABLE F**  
**MEMORY FOR SENTENCES**  
*Taken from "Woodcock Diagnostic Reading Battery (1977)*

Participants	Student A		Student B		Student C	
Date of birth	7/6/95		25/3/95		7/4/95	
	Pre test	Post test	Pre test	Post test	Pre test	Post test
Raw Score	43	45	44	47	43	48
Age equivalent	8 years 3 months	9 years 6 months	8 years 10 months	12 years 3 months	8 years 3 months	14 years

In the pre test the three students were almost exactly equivalent in raw score and age equivalent. The point of difficulty at which their memory for repeating the sentences was the same. When two ideas were joined by a conjunction they were unable to repeat the second phrase joined by the conjunction. In the post-testing period all 3 students showed improvements by at least 1 year. Student A gained 1 year 3 months. Student B gained 3 years 5 months and Student C gained 5 years 3 months.

**TABLE G**  
**SYNONYM TEST**

**A TEST OF 10 WORDS FROM CONTENT USED**

*This pre test consisted of 10 words chosen at random. The children were explained what synonyms were and given two examples as practice modeled by the teacher. When necessary a sentence with the synonym was given so that the children had understanding of the context of the word.*

The pre results were as follows.

Words	Correct responses			Incorrect responses		
	Student A	Student B	Student C	Student A	Student B	Student C
pretty	beautiful	Beautiful	gorgeous			
Icy	Ice, cold	cold	cold			
Tiny	small	small	small			
Frightened	scared	scared	scared			
comfortable	relaxing	I/R	N/R		comforting	
Strong	tough	N/R	I/R			heavy
Moist	N/R	N/R	I/R			soft
Scream	yell	shout	yell			
Walk	N/R	I/R	I/R		jog	run
scent	smell	smell	smell			
<b>TOTAL CORRECT</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>3</b>
Number of correct Synonyms provided	9	7	8			

# I/R Incorrect Response

# N/R No Response

The post results were as follows.

Words	Correct responses			Incorrect responses		
	Student A	Student B	Student C	Student A	Student B	Student C
pretty	Beautiful lovely	Beautiful	Gorgeous beautiful			
Icy	Ice, cold	Cold freezing	Freezing Snow			
Tiny	Small midget	miniature	Small little			
Frightened	Scared Horrorified terrified	Scared afraid	horrified			
comfortable	warm	Comfy lazy	snuggly			
Strong	powerful	tough	tough			
Moist	Wet damp	slippery	damp			
Scream	Yelled shouted	squeal	yell			
Walk	move	N/R	Skip hop			Skip hop
scent	smell	Smell fragrance	smell			
<b>TOTAL CORRECT</b>	<b>10</b>	<b>9</b>	<b>9</b>			
Total number of correct synonyms provided	17	13	12			

# I/R Incorrect Response

# N/R No Response

Participants	Student A		Student B		Student C	
Date of birth						
	Pre test	Post test	Pre test	Post test	Pre test	Post test
% Correct responses	80%	100%	60%	90%	60%	90%
% Incorrect responses	—	—	30%	—	30%	1%
% No response	20%	0%	10%	10%	10%	0%

The results from the Synonym Test indicate that their ability to change words into synonyms improved.

Student A provided 9 correct synonyms in the pre test and provided 17 in the post test.

Student B provided 7 correct synonyms in the pre test and provided 13 in the post test.

Student C provided 8 correct synonyms in the pre test and provided 12 in the post test.

All 3 students showed improvement in their ability to choose appropriate synonyms for isolated words and the amount of words they were able to provide improved.

Overall the incorrect responses decreased from 5 to 1.

In the pre test there were 5 examples of No response and in the post test only 1 example of a No response.

Ongoing monitoring of their confidence in attempting synonyms of their own during the sessions indicated that they were able to use synonyms from previous sessions confidently when unable to understand the word when first introduced. They all showed improvement in rephrasing sentences and making up their own synonyms, not only the ones introduced by the session.

## Discussion

Interpretation of the results of this study shows there is support for the hypothesis and the research that comprehension improves when there is explicit teaching of a paraphrasing strategy using synonyms.

Students improved in the use of synonyms and paraphrasing and demonstrated significant gains in reading comprehension particularly inferential comprehension. Intervention would need to be ongoing and explicit within the classroom context, with the children taking more responsibility with their usage of synonyms for it to be metacognitive and make significant changes to their understanding of more difficult text.

The results lend support to the work of *Schumaker, Denton & Deshler* who suggest that teaching the paraphrasing strategy will improve students' comprehension.

The children were able to understand through the Strategic Instructional Model that by representing the sentences in a different way by changing some words with synonyms they could maintain the meaning but be able to prove their understanding by rephrasing the text. The children gained in confidence over the ten lessons with paraphrasing. When they began they only wanted to have turns at changing a sentence each, but by lesson 6 were keen to paraphrase sentence by sentence the whole story in one rephrasing. They were able to articulate the process used and enjoyed reflecting on what they were doing and how it was helping them to paraphrase. This supports *Loxterman, Beck & McKeown 1994* who believe that by designing metacognitive interventions that help develop processing strategies, promote a student's active and thoughtful engagement with text material.

By using the instructional strategy RAP (mnemonic) within a small group through short intensive lessons over several weeks the girls were able to validate their learning and practice it within a familiar process. This supports the research of the University of Kansas Center for Research on Learning who believe in the effectiveness on an instructional strategy (RAP) for the development of learning with students with learning difficulties.

By having the children withdrawn and teaching in a quiet area they children enjoyed the lessons and did not have the distraction of other children and the noise of a normal classroom. In fact at the conclusion of the lessons, they children were keen to do 20 more lessons. This led to the conclusion that here appeared to be a positive effect on the children's self-efficacy and their confidence.

Student C even stated that she was using the RAP strategy in her project on "The Sea" where she was paraphrasing the information read for writing her report. This indicates that she has metacognitively assessed the strategy and used it appropriately in other learning.

The use of the RAP acronym was helpful to the students remembering the steps of paraphrasing as suggested by *Katims and Harris (1997)*.

At the beginning of each session the RAP acronym was discussed and the children knew it very well. It was emphasised so that they understood what "keeping the meaning in tact" meant. And what the details in a sentence were. They used the mnemonic constantly in their reflection and as the sessions progressed it was an expectation that they explained in their own words what each step of the acronym meant.

The children responded well to the RAP and could recite it verbatim by the end of lesson 3. They were very enthusiastic to use it and found it beneficial to have the acronym displayed as a poster  
(Appendix 13)

Student A and Student C seemed to make the most progress between the pre and post testing period according to the results outlined in the TORCH test, but within the group Student B was the most confident with changing synonyms and paraphrasing long pieces of text.

Student C did make considerable progress in her PROBE comprehension score however where the comprehension was tested orally rather than written as in TORCH. This suggests that Student B works best with paraphrasing and her understanding of text by talking about it rather than writing about it.

The study did not prove anything about their reading accuracy and fluency as according to the PROBE Determiner test they were reading at reading ages between 10.5-13 years and the test chosen “Bradley” fell within this range. When the 3 students read this text their reading accuracy and fluency was between 99-100% in the pre test, so there was no any point testing this again at the post test period.

When looking at their Stanine scores for the pre and post test period with the PROBE test the results indicate that Student A and C went from being in the underachieving range to the above average range for their age cohort. Student B fell within the average range in both testing periods.

During the teaching sessions the students were enthusiastic to change the synonyms and by teaching session 6 were suggesting their own synonyms or several options for the one synonym. They were starting to rearrange sentences but maintain meaning, although this ability to change the structure of the sentences was not reflected in the post testing. We often had to discuss the meaning as some synonyms suggested changed the meaning even though as an isolated synonym for a word it could have been acceptable. Some explanation about the meaning of words was necessary for some texts and this proved useful for understanding the text. In the synonym task( pre test) the word moist proved difficult as there was little understanding of the word( all 3 students either presented an incorrect response or no response, yet in the post test period 2 students provided a literal translation( damp, wet) and one student an inferred translation (slippery).

By using all modes of communication within the suggested teaching process (Munro©) – paraphrasing the previous story, matching synonyms, writing the new synonyms, reading the text, and talking about the process – it supports the work of *Fisk and Hurst* who suggest 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. The students prove this by their support of each other and the suggestions they made to each other of the understanding of the text.

M.L. Donahue(1993) suggests that paraphrasing provides immediate feedback to the teacher on the students comprehension and helps students develop the skills needed to monitor their own comprehension

The results support the suggestion that teaching the use of synonyms and paraphrasing improves a students understanding of fiction text.

I believe it would be useful in the future to study the different kinds of comprehension and look at strategies that would be more useful in helping students understand how to reorganize information or how to evaluate information more accurately. There are different levels of comprehension and searching text can give you some answers but some understanding has to come from a deeper understanding of what is stated really means. This would be useful for further study so that students can not only search text for the answers but really think about what the text actually means when not stated literally.

## Bibliography

### References

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### Stories used in Teaching Sessions

- The magic tree ( Timeless Tales) Literacy Skills program pg. 65-67
- The Old Iron Pot (Timeless Tales) Literacy skills program pg. 79-81
- The fiery bird (Reading from the bookshelf) Level 4
- The biggest tug of war of all ( Timeless tales) pg. 56-59
- “Cats” Torch test kit
- The story of Echo ( Timeless tales) Book 4

### Tests

- TORCH – Tests of Reading Comprehension ( Second Edition) –ACER 2005
- PROBE – Reading assessment – TRiUNE 2002
- Neale Analysis of reading ability- 3<sup>rd</sup> Edition-1999
- Woodcock Reading Battery 1977

## First Session: Introducing Paraphrasing

### Introduce the strategy:

You have been chosen to work on a strategy that will help you to understand what you do when you read. It is called paraphrasing. This will help you better understand what you are reading and in turn help you to become a more efficient reader.

What you do is tell yourself what you have read- the main idea after you have read a sentence; you say it to yourself, in your own words. You try to change as many words as you can but it is important to keep the meaning of the sentence- that is the main idea.

### **RAP strategy**

A strategy that will help you remember this is called **RAP**. The **R** stands for Read the text. The **A** stands for Ask yourself questions about the main idea and details. The **P** stands for Put the ideas into your own words .Try to change as many words as you can without changing the meaning.

Why do we need to understand what we read?

Why is it important that we are able to paraphrase text?

I am going to demonstrate it to you first. When I say a sentence it is important to listen to the sentence, but read it to yourself with me. Try to gain what the main idea is in the sentence.

Then:

I am going to have a go at saying it in another way. To do this I must change some words that are close in meaning to the original words. These are called synonyms.

By changing words we are creating synonyms. Do you know what synonyms are? Shall we try a few first?

A synonym for town might be city for example.

A synonym for sea might be ocean.

Can you think of a synonym for the word boy? E.g. child, kid, man

Shall we try it?

Teacher models paraphrasing and cues student activity.

Look at the first sentence. I will read it to you and I would like you to read it to yourself with me. I will think about what the main idea is in the sentence. Then I will try to say it another way. Then I will ask you to try.

*Read some sentences that have accompanying pictures with the child. After each sentence I will model paraphrasing the sentence and then have the students practice it. I will begin by changing individual words in sentences first (that is, the students suggest synonyms). I will discuss which words I have chosen to change. (Highlighted in red) These are easy words to change.*

Sentence Read	Main idea	Teacher	Students paraphrase
<b>Dad</b> gave the <b>children</b> a piece of <b>paper and some pens</b> .	The children were getting pen and paper off their dad	The kids got some stationery off their father.	The children's father gave them paper and pens
<b>Mum</b> was <b>driving</b> into town.	Mum was going into town by car.	My mother was going to the city in the car.	Mum went to the city in the car. Talked about the importance of not adding extra information.
The lion paced up and down in the cage.	The lion was going up and down inside his cage	This lion was going back and forth inside his cage.  <i>Why didn't we change the word lion?</i>	While in the cage the lion walked back and forth.

**Teacher reviews the action:**

Let us look at what we have done so far.

Look at our RAP.

We read each sentence and tried to think about what it was mostly about and changed as many words as we could. See how it helped you to understand the text better.

**Teacher models and students practice**

Let's try it again with another sentence.

He swung from tree to tree and just before sunset he went home.

Teacher to Paraphrase: As the sun was going down he went from branch to branch on his way home.

**Student's suggestion:**

**Just before the sunset he flew from vine to vine all the way home.**

**A teacher reviews the action:**

What did you do that time? What did you tell yourself? Let's check with the RAP strategy. What did you tell yourself when you paraphrased?

**Students transfer the action to other texts:**

Students paraphrase the texts individually.

1. All the animals clapped and cheered as the elephant lumbered off (Student A)

**As the elephant jumped off all the creatures shouted**

**After discussion: As the elephant walked slowly away the creatures shouted and applauded (applauded)**

2. Monkey skipped along the ground for a while (Student B)

For a while the monkey hopped along the ground. Some discussion around was the words changed for synonyms.

Group attempt: The chimp for a small amount of time hopped along the forest floor.

3. In the middle of a huge jungle there was a magic tree (Student C)

(Students C's attempt) In between a big forest there was a magic tree

As a group we talked about this paraphrasing and Student A suggested that we change magic to enchanted. Student B suggested "in the centre of" for in between.

Now you are going to practice doing this to some sentences by yourself. Read each sentence. Say it to yourself in another way and write down what you thought of. Did you check the RAP strategy?

**Students review what they did?**

Teacher says: At the end of your first session can you tell me what you know about paraphrasing and what steps you should follow to paraphrase a text.

**Possible responses:**

We changed some words for other words that mean the same (synonyms) and left others.

The first step is to read a text

The next step is to ask you questions about the main ideas and details

The last step is to put the main ideas and details into your own words using complete sentences.

Do you have any questions?

**Children's responses:**

- WE have learnt that you read the text, ask yourself questions about the main idea and put the ideas into your own words
- Its called paraphrasing
- We learnt the RAP
- We got better at changing words (synonyms)
- Helping us to understand what's in texts
- Understands what it means

# Green text is what was said during the session.

Session Outline- adapted from John Munro's teaching sequence on Comprehension – *Paraphrasing (2006)* ©John Munro

Session 2: "The Magic Tree"- Grade 5 (Fry's Readability)

Timeless Tales-literacy skills program pg. 65-67

*Modifications to planning highlighted in blue*

Appendix 2

ACTIVITY	TASK DESCRIPTION	TIME
Text Retelling (Passage from previous session)	<p><u>As this is the first teaching session there is no text from previous session</u>            Introduce the RAP strategy: <i>(as it was introduced 1<sup>st</sup> session we will revise the RAP strategy)</i>            We are going to learn something that you can do when you read that is called paraphrasing. <i>Remember what we learnt the last session – RAP strategy .The children could express in their own words what they learn in the introductory session.</i> You can use the word RAP to remember it. First you read the text. Then you ask yourself about the main ideas and details. Then you put these ideas into your own words in sentences. You need to change as many words as you can without changing the meaning of the sentence.</p>	15mins took 5mins not 15
Text Reading (Shared Reading strategy) (Passage from previous session)	<p>The steps in this paraphrasing strategy are:</p> <ul style="list-style-type: none"> <li>• <b>R</b>ead a paragraph</li> <li>• <b>A</b>sk yourself what was the main idea and two important details?</li> <li>• <b>P</b>ut the main idea and details into your own words.</li> </ul> <p>Show chart with RAP explanation on it. Always have visible when doing lessons.            Make it sound like a RAP song.</p>	
Reading Target words (New passage)	<p>Make cards with synonyms –            Look at text. Words that have synonym cards are in red. Match each card with one of the words from the text. Made on cards in red and blue – cut up – students match red cards with blue cards.            How did you know which ones matched?  <u>Words from text</u>                      <u>Synonyms that match words from text</u>            Starving                                    hungry            Famine                                    hunger, scarcity            Terrible                                    horrible            Middle                                      centre,            Huge                                        colossal            Jungle                                      forest            Magic                                        enchanted            #Animals                                    fauna            Delicious                                    delectable            All    every            #Is it necessary to change            Appendix:  <i>It was difficult to change the word all if animals were changed to fauna, so we discussed this issue and decided to leave all and change animals to fauna. They needed an explanation of the meaning of fauna.</i></p>	3-6 mins
Writing Target words (New passage)	<p>Students write the key content words from the new text:            Copy down into own book given to children for these lessons.</p>	3-6 mins

<p><b>Text reading</b> (Shared reading strategy) (New passage)</p>	<p><b>Text:</b> In Africa, a long time ago, there was a <b>terrible famine</b>, <b>All the animals were starving</b> because there was no food left – not so much as a seed pod. Now <b>in the middle of a huge jungle</b> there was a <b>magic tree</b>. The <b>animals knew</b> that this tree could give them the most <b>delicious</b> fruit if only they could remember its name. <b>But there hadn't been a famine</b> for hundreds of years and so no one could remember.</p> <p><b>Appendix:</b></p> <p>After reading the text the teacher models the RAP strategy with the first sentence. Let's read it together, what is the main idea? Let's practice changing some of the words. Now say it in our own words. Teacher models and then students What is the first step in the RAP strategy? Say the paraphrasing strategy. Teacher cues the steps in the strategy and the importance of changing as many words as they can but keeping the meaning of the text in tact.</p> <p>Students do a couple of sentences with the teacher.</p> <p><u>Teacher cues the students to paraphrase aloud after each sentence read in text</u></p>	<p><b>8-12 mins</b></p>
<p><b>Reflection</b></p>	<p>Students reflect and put in their own words what they have learnt in the session.</p> <p><u>Should expect:</u></p> <p>A repeat of the strategy – RAP It is important to say aloud after each sentence. What is the main idea? Say it your own words using Synonyms Keep the meaning <u>Children's reflections</u> <i>You need to change the words to change the sentence</i> <i>We learnt how to change words and make bigger and better words</i> <i>WE learnt new words that we can change</i></p>	<p><b>3-5 mins</b></p>
<p><b>Total time</b></p>		<p><b>32-44 mins</b></p>

**Emphasise the need for self-efficacy by getting the children to state what they are going to do so they can begin to take control.**

**Session: 3**  
**“The Old Iron Pot”-Grade 5 (Fry’s Readability)**  
**Timeless Tales-literacy skills program pg. 79-81**

*Modifications to planning highlighted in purple*

*Appendix 3*

ACTIVITY	TASK DESCRIPTION	TIME
Text Retelling (Passage from previous session)	<p>Students retell passage from previous session:</p> <p><b>Text:</b>            In Africa, a long time ago, there was a <b>terrible famine</b>.            All the <b>animals were starving</b> because there was no food left – not so much as a seedpod.            Now in the <b>middle</b> of a <b>huge jungle</b> there was a <b>magic tree</b>.            The <b>animals knew</b> that this tree could give them the most <b>delicious</b> fruit if only they could remember its name.            But there hadn’t been a <b>famine</b> for hundreds of years and so no one could remember. (77 words)            They say what they remember about the text:</p>	3-5 mins
Text Reading (Shared Reading strategy) (Passage from previous session)	<p>Students and teacher re read passage from previous session.            Teacher cues use of paraphrasing and RAP strategy during the reading. “How would you say it in another way?” <i>Emphasise on the idea within the sentence and how you can change the syntax of the sentence to paraphrase.</i> The reader reads each sentence and then retells it in her own words changing as many words as possible, <u>while still retaining meaning.</u></p>	5-8 mins
Synonyms (Passage from previous activity)	<p>Students are cued to retell in their own words sentences read to them from the story they read in the previous sessions.</p>	5 mins
Reading Target words (New passage)	<p>Students match key content words in some way from the text to be read with synonyms. <b>Made on cares in red and blue – cut up – students match red cards with blue cards.</b></p> <p>Rich                    <b>wealthy</b>            Beautiful           <b>gorgeous</b>            House                <b>home</b>            Country             <b>land</b>            Mean                 <b>nasty</b>            Greedy               <b>miserly</b>            Low                   <b>meagre</b>            Wages               <b>pay</b>            Poor                  <b>destitute</b>            Old                   <b>ancient-</b> <i>decided that this was not an appropriate synonym in this context- left it out of the paraphrasing.</i>            Save                  <b>conserve</b>            Money               <b>wealth</b></p>	3-6 mins
Writing Target words (New passage)	<p>Students write key content words from the new text to be read by copying each from its card.  <b>Rich, beautiful, house, country, mean, greedy, low, wages, poor, old, save, money</b></p>	3-6 mins
Text reading (Shared reading strategy) (New passage)	<p>Students say the paraphrasing strategy before they begin to read; RAP: Students read the passage.  <b>Text:</b>            Once there was a very <b>rich man</b> who lived in a <b>beautiful house</b>. He was the richest man in the <b>country</b>, but he was <b>mean</b> and <b>greedy</b>. He paid his <b>workers very low wages</b> (He <b>expected his workers to work for very meagre pay</b>). Not far away from the rich man’s house there lived a <b>poor old farmer</b> and his wife. They had <b>worked</b> for the rich man for forty years so they were never able to <b>save</b> any money. One day the farmer said to his wife, “All our <b>money</b> is gone. We don’t have even a penny. We’ll have to <b>sell</b> the cow.            Teacher cues the student to paraphrase aloud after each sentence read in the text.  <i>Talked about how some words, which are not highlighted, could be changed if they wanted to change them. Children changed lived to <u>owned</u>- teacher suggested <u>resided</u>.            Started to change sentences around here a couple of times – chn starting to do this</i></p>	8-12 mins
Reflection	<p>Students comment on what has been learnt in the session  <u>Children’s reflection’s</u>  <i>You don’t have to change every word</i>  <u>Teacher Prompted: Why do we need to show we can change the words and retain the meaning?</u>  <i>Children still did not get the reason for paraphrasing at this reflection session.</i></p>	3-5 mins
Total time		30-45 mins

## Session: 4

“The fiery bird” – Grade 4 (Fry’s Readability) simpler text because of some unusual phrases and more synonyms

From “Reading from the Bookshelf- Level 4

Appendix 4

ACTIVITY	TASK DESCRIPTION	TIME
Text Retelling (Passage from previous session)	<p><b>Students retell passage from previous session:</b>  Once there was a very <b>rich man</b> who lived in a <b>beautiful house</b>. He was the richest man in the <b>country</b>, but he was <b>mean and greedy</b>. He paid his <b>workers</b> very <b>low wages</b>. Not far away from the rich man’s house there lived a <b>poor old farmer</b> and his wife. They had <b>worked</b> for the rich man for forty years so they were never able to <b>save any money</b>.  One day the farmer said to his wife, “All our <b>money</b> is gone. We don’t have even a penny. We’ll have to <b>sell the cow</b>. (95 words)  <b>They say what they remember about the text:</b></p>	3-5 mins
Text Reading (Shared Reading strategy) (Passage from previous session)	<p>Students and teacher re read passage from previous session. Teacher cues use of paraphrasing and RAP strategy during the reading. “How would you say it in another way?” The reader reads each sentence and then retells it in her own words changing as many words as possible, <u>while still retaining meaning</u>.</p>	5-8 mins
Synonyms (Passage from previous activity)	<p>Students are cued to retell in their own words sentences read to them from the story they read in the previous sessions and talk about the synonyms they used.</p>	5 mins
Reading Target words (New passage)	<p>Students match key content words in some way from the text to be read with synonyms. Made on cards in red and blue – cut up – students match red cards with blue cards.</p> <p>Red hot      extremely hot  Moving      stirring  Next      following  Soft cracking sound      muted sound of the egg breaking  Burst in two      broke in half  Flame coloured      The colour of red or appeared red  Rested a moment      waited for such a short time  Flames      fire  Growing bigger      became larger  a-gape      opened wider  eyes a-goggle      surprised  rose      stood up  stretched      extended  flew round and round      wafted around  passed      went  warm      humid  under their eyes      right in front of them (17 words)</p>	3-6 mins
Writing Target words (New passage)	<p><b>Students write key content words from the new text to be read by copying each from its card.</b></p>	3-6 mins
Text reading (Shared reading strategy) (New passage)	<p>Students say the paraphrasing strategy before they begin to read; RAP: Students read the passage. Teacher cues the student to paraphrase aloud after each sentence read in the text.</p> <p><b>Text</b>  The egg was now <b>red hot</b> and inside it something was <b>moving</b>. Next moment there was a <b>soft cracking sound</b>; the egg <b>burst in two</b>, and out of it came a <b>flame-coloured</b> bird. It <b>rested a moment</b> among the <b>flames</b>, and as it <b>rested</b> there the four children could see it <b>growing bigger</b> and <b>bigger under their eyes</b>.  Every mouth was <b>a-gape</b>, every <b>eyes a-goggle</b>.  The bird <b>rose</b> in its nest of fire, <b>stretched its wings</b> and <b>flew out into the room</b>. It <b>flew round and round</b>, and round again, and where it <b>passed</b> the air was <b>warm</b>. (99 words)  <i>There has been a deliberate attempt to make passages a little bit longer at each session and in this session to start changing phrases e.g. growing bigger. An explanation is needed that when paraphrasing phrases you can’t change each word literally as the phrases are contextual.</i></p>	8-12 mins

Reflection	<p><b>Students comment on what has been learnt in the session</b></p> <p><i>Could expect:</i></p> <ul style="list-style-type: none"> <li>• <i>RAP strategy</i></li> <li>• <i>Synonyms are words that meant the same</i></li> <li>• <i>Keep the meaning in tact</i></li> <li>• <i>Words can have several meanings</i></li> <li>• <i>Reading is about understanding.</i></li> </ul> <p><i>Children's actual responses</i></p> <ul style="list-style-type: none"> <li>• <i>You can change lots of sentences but don't change the meaning</i></li> <li>• <i>New words e.g. muted sound of the egg cracking, eyes a goggle</i></li> <li>• <i>You can make it sound better</i></li> </ul> <p><u><i>Prompted</i></u></p> <p><i>Why are we learning this?</i></p> <p><i>They were able to say it was about understanding the text better.</i></p>	3-5 mins
<b>Total time</b>		30-45 mins

**Session: 5**  
**“The fiery bird” – Grade 5 (Fry’s Readability)**  
**From “Reading from the Bookshelf – Level 4**

*Appendix 5*

ACTIVITY	TASK DESCRIPTION	TIME
<b>Text Retelling</b> (Passage from previous session)	<p>Students retell passage from previous session:</p> <p>The egg was now red hot and inside it something was moving. Next moment there was a soft cracking sound; the egg burst in two, and out of it came a flame-coloured bird. It rested a moment among the flames, and as it rested there the four children could see it growing bigger and bigger under their eyes.</p> <p>Every mouth was a-gape, every eyes a-goggle.</p> <p>The bird rose in its nest of fire, stretched its wings and flew out into the room. It flew round and round, and round again, and where it passed the air was warm.</p> <p><b>They say what they remember about the text:</b></p>	3-5 mins
Text Reading (Shared Reading strategy) (Passage from previous session)	<p>Students and teacher re read passage from previous session. Teacher cues use of paraphrasing and RAP strategy during the reading. “How would you say it in another way?” The reader reads each sentence and then retells it in her own words changing as many words as possible, <u>while still retaining meaning.</u></p>	5-8 mins
Synonyms (Passage from previous activity)	<p>Students are cued to retell in their own words sentences read to them from the story they read in the previous sessions.</p>	5 mins
<b>Reading Target words</b> (New passage)	<p>Students match key content words in some way from the text to be read with synonyms. Made on cards in red and blue – cut up – students match red cards with blue cards.</p> <p>Astonished surprised          Interested keen to know          Looked gazed          Worth looking at interested to see          Feathers plumage          Like Gold sparkling          About as large nearly as big as          Believe think          Picture drawing          Hurried rushed          Hasty dash ran quickly          Fathers study dad’s office          Yielded found          The desired result what he wanted          Came back returned          Holding grasped          Hush quiet          Instantly immediately          Speaking talking</p>	3-6 mins
Writing Target words (New passage)	<p>Students write key content words from the new text to be read by copying each from its card.</p>	3-6 mins
Text reading (Shared reading strategy) (New passage)	<p>Students say the paraphrasing strategy before they begin to read; RAP: Students read the passage.</p> <p><b>Text:</b></p> <p>They were not astonished but they were very, very much interested. They looked at the bird, and it was certainly worth looking at. Its feathers were like gold. It was about as large as a bantam, only its beak was not at all bantam shaped. “I believe I know what it is,” said Robert. “I’ve seen a picture- He hurried away. A hasty dash and scramble among the papers on father’s study table yielded, as the sum – books say, ‘the desired result’. But when he came back into the room holding out a paper, and crying, “I say, look here” the others all said, ‘Hush!’ and he hushed obediently and instantly, for the bird was speaking. (118 words)</p> <p>Teacher cues the student to paraphrase aloud after each sentence read in the text.</p>	8-12 mins
<b>Reflection</b>	<p>Students comment on what has been learnt in the session</p>	3-5 mins
<b>Total time</b>		30-45 mins

**Session: 6**  
**“The Old Iron Pot”-Grade 5(Fry’s Readability)**  
*Timeless Tales-literacy skills program pg. 79-81 Appendix 6*

ACTIVITY	TASK DESCRIPTION	TIME
Text Retelling (Passage from previous session)	<p><b>Students retell passage from previous session:</b>  They were not <b>astonished</b> but they were very, very much <b>interested</b>. They <b>looked at</b> the bird, and it was certainly <b>worth looking at</b>. Its <b>feathers were like gold</b>. It was about as <b>large</b> as a bantam, only its <b>beak</b> was not at all bantam shaped. “I <b>believe</b> I know what it is,” said Robert. “I’ve seen a <b>picture</b>-  He <b>hurried away</b>. A <b>hasty dash</b> and scramble among the papers on <b>father’s study table</b> yielded, as the sum – books say, ‘<b>the desired result</b>’. But when he <b>came back</b> into the room <b>holding out</b> a paper, and crying, “I say, look here” the others all said, ‘<b>Hush!</b>’ and he <b>hushed obediently and instantly</b>, for the bird was <b>speaking</b>. (118 words)  <b>They say what they remember about the text:</b></p>	3-5 mins
Text Reading (Shared Reading strategy) (Passage from previous session)	<p>Students and teacher re read passage from previous session. Teacher cues use of paraphrasing and RAP strategy during the reading. “How would you say it in another way?” The reader reads each sentence and then retells it in her own words changing as many words as possible, <u>while still retaining meaning</u>.</p>	5-8 mins
Synonyms (Passage from previous activity)	<p>Students are cued to retell in their own words sentences read to them from the story they read in the previous sessions.</p>	5 mins
Reading Target words (New passage)	<p>Students match key content words in some way from the text to be read with synonyms. Made on cares in red and blue – cut up – students match red cards with blue cards.</p> <p> <b>Answer</b>                    <b>reply</b>  <b>Pot</b>                         <b>container</b>  <b>Bounced</b>                <b>jumped</b>  <b>Off the</b>                    <b>away from</b>  <b>Skipped</b>                 <b>escaped</b>  <b>Down the road</b>         <b>into the street</b>  <b>Rich man’s</b>             <b>wealthy guy’s</b>  <b>Cook</b>                     <b>baker</b>  <b>Huge</b>                      <b>large</b>  <b>Dinner</b>                  <b>supper</b>  <b>Large</b>                     <b>big</b>  <b>Moaned</b>                 <b>groaned</b>  <b>Hold</b>                      <b>contain</b>  <b>At that moment</b>       <b>Just then</b>  <b>Jumped</b>                 <b>went</b>  <b>Open</b>                     <b>ajar</b>  <b>Poor man</b>               <b>destitute</b>  <b>Off</b>                        <b>away</b>  <b>Put</b>                        <b>placed</b>  <b>Through</b>                <b>out</b> </p>	3-6 mins
Writing Target words (New passage)	<p>Students write key content words from the new text to be read by copying each from its card.</p>	3-6 mins
Text reading (Shared reading strategy) (New passage)	<p><b>Students say the paraphrasing strategy before they begin to read; RAP:</b>  <b>Students read the passage.</b>  <b>Before the wife could answer, the iron pot had bounced off the fire and skipped through the door and down the road. The rich man’s cook had just made a huge plum pudding for dinner. “What will I do?” she moaned. “I haven’t a pot which is large enough to hold the master’s pudding!” At that moment the iron pot jumped through the open window. “Try me!” it cried. So the cook put the pudding in the pot. Then the pot called out, “I skip, I skip!” Where do you skip?” asked the cook “I skip, I skip, and as fast as I can I skip to the house of the very poor man!” And off it skipped. (117 words)</b>  <b>Teacher cues the student to paraphrase aloud after each sentence read in the text.</b></p>	8-12 mins
Reflection	<p>Students comment on what has been learnt in the session</p>	3-5 mins
Total time		30-45 mins

**Session: 7**  
**The biggest tug of war of all**  
**Timeless tales pg. 56-59(Grade 5-Fry's Readability) Appendix 7**

ACTIVITY	TASK DESCRIPTION	TIME
Text Retelling (Passage from previous session)	<p><b>Students retell passage from previous session:</b>            Before the wife could answer, the iron pot had bounced off the fire and skipped through the door and down the road. The rich man's cook had just made a huge plum pudding for dinner. "What will I do?" she moaned. "I haven't a pot which is large enough to hold the master's pudding!" At that moment the iron pot jumped through the open window. "Try me!" it cried. So the cook put the pudding in the pot. Then the pot called out, "I skip, I skip!"            Where do you skip?" asked the cook            "I skip, I skip, and as fast as I can I skip to the house of the very poor man!"  <b>And off it skipped. (117 words)</b>  <b>They say what they remember about the text:</b></p>	3-5 mins
Text Reading (Shared Reading strategy) (Passage from previous session)	<p><b>Students and teacher re read passage from previous session. Teacher cues use of paraphrasing and RAP strategy during the reading. "How would you say it in another way?" The reader reads each sentence and then retells it in her own words changing as many words as possible, <u>while still retaining meaning.</u></b></p>	5-8 mins
Synonyms (Passage from previous activity)	<p><b>Students are cued to retell in their own words sentences read to them from the story they read in the previous sessions.</b></p>	5 mins
Reading Target words (New passage)	<p><b>Students match key content words in some way from the text to be read with synonyms. Made on cares in red and blue – cut up – students match red cards with blue cards.</b></p> <p>Forest    jungle            Busy    working hard            Word    message            Like wildfire    quickly            Needed help    required assistance            Twittered    chirped            Collecting    gathering            Creeper    vines            Tying    binding            At the end    towards the finish            Strong    powerful            More    over            Stronger    more powerful            Crashing    stomping            Slammed    crashed            Sitting on her nest    nesting            Trumpeted    roared            Ready    prepared            Held pieces    put bits</p>	3-6 mins
Writing Target words	<p><b>Students write key content words from the new text to be read by copying each from its card.</b></p>	3-6 mins
Text reading (Shared reading strategy) (New passage)	<p><b>Students say the paraphrasing strategy before they begin to read; RAP: Students read the passage.</b>            For the next few days, all the sparrows in the forest were very busy. The word spread like wildfire that the sparrows needed help. Hundreds of sparrows twittered through the trees, collecting pieces of creeper and tying them all together. At the end of the third day, they had a strong line of creeper more than half a mile long. It was stronger than the strongest rope! Not long after, Elephant came crashing through the forest. BOING! He slammed straight into the tree where Mother Sparrow was sitting on her nest.            "A-hoy there!" trumpeted Elephant. "Here I am! Are you ready to tie me up?" he laughed. "Yes we are!" cried Father Sparrow. In the twinkling of an eye all the sparrows held pieces of creeper-rope in their beaks. (129 words)  <b>Teacher cues the student to paraphrase aloud after each sentence read in the text.</b></p>	8-12 mins
Reflection	<p><b>Students comment on what has been learnt in the session</b></p>	3-5 mins
Total time		30-45 mins

**Session: 8**  
**The biggest tug of war of all**  
**Timeless tales pg. 56-59(Grade 5-Fry's Readability) Appendix 8**

ACTIVITY	TASK DESCRIPTION	TIME
Text Retelling (Passage from previous session)	<p>Students retell passage from previous session:</p> <p>For the next few days, all the sparrows in the forest were very busy. The word spread like wildfire that the sparrows needed help. Hundreds of sparrows twittered through the trees, collecting pieces of creeper and tying them all together. At the end of the third day, they had a strong line of creeper more than half a mile long. It was stronger than the strongest rope! Not long after, Elephant came crashing through the forest. BOING! He slammed straight into the tree where Mother Sparrow was sitting on her nest. "A-hoy there!" trumpeted Elephant. "Here I am! Are you ready to tie me up?" he laughed. "Yes we are!" cried Father Sparrow. In the twinkling of an eye all the sparrows held pieces of creeper-rope in their beaks. (129 words)</p> <p>They say what they remember about the text:</p>	3-5 mins
Text Reading (Shared Reading strategy) (Passage from previous session)	<p>Students and teacher re read passage from previous session. Teacher cues use of paraphrasing and RAP strategy during the reading. "How would you say it in another way?" The reader reads each sentence and then retells it in her own words changing as many words as possible, <u>while still retaining meaning.</u></p>	5-8 mins
Synonyms (Passage from previous activity)	<p>Students are cued to retell in their own words sentences read to them from the story they read in the previous sessions.</p>	5 mins
Reading Target words (New passage)	<p>Students match key content words in some way from the text to be read with synonyms. Made on cards in red and blue – cut up – students match red cards with blue cards.</p> <p>Flew fluttered  Vine creeper  Came met  Sunning himself sunbathing  Shallows shallow water  Opened revealed  Looked up stared  Tie bind  Grinned smiled  Quick as a wink immediately  Firmly tightly  Listening hearing  Yell shout  Pull yank  Grinned smiled  Middle centre  Loudest deafening</p>	3-6 mins
Writing Target words (New passage)	<p>Students write key content words from the new text to be read by copying each from its card.</p>	3-6 mins
Text reading (Shared reading strategy) (New passage)	<p>Students say the paraphrasing strategy before they begin to read; RAP: Students read the passage.</p> <p>The sparrows flew off with the other end of the creeper-rope in their beaks, until they came to Crocodile. He was still sunning himself in the shallows. He opened one lazy eye and looked up at Father Sparrow. "I suppose you've come to tie me up?" he grinned</p> <p>"Yes, that's right," said Father Sparrow, and as quick as a wink all the sparrows flew up and down and around and around until the crocodile was firmly tied up.</p> <p>"Are you listening to me?" asked Father Sparrow. "When I yell 'PULL' I want you to pull as hard as you can!"</p> <p>"Okeedohkee," grinned Crocodile.</p> <p>Then Father Sparrow flew to the middle of the creeper-rope and yelled, "PULL" – It was the loudest chirp you have ever heard from a bird. (128 words)</p> <p>Teacher cues the student to paraphrase aloud after each sentence read in the text.</p>	8-12 mins
Reflection	<p>Students comment on what has been learnt in the session</p>	3-5 mins
Total time		30-45 mins

**Session: 9**  
**“The Cats” TORCH Text**

*Appendix 9*

ACTIVITY	TASK DESCRIPTION	TIME
Text Retelling (Passage from previous session)	<p><b>Students retell passage from previous session:</b>            The sparrows <b>flew</b> off with the other end of the <b>creeper-rope</b> in their beaks, until they <b>came</b> to Crocodile. He was still <b>sunning himself</b> in the <b>shallows</b>. He <b>opened</b> one lazy eye and <b>looked up</b> at Father Sparrow. “I suppose you’ve come to tie me up?” he <b>grinned</b>            “Yes, that’s right,” said Father Sparrow, and as <b>quick as a wink</b> all the sparrows <b>flew</b> up and down and around and around until the crocodile was <b>firmly</b> tied up.            “Are you <b>listening</b> to me?” asked Father Sparrow. “When I <b>yell</b> ‘PULL’ I want you to <b>pull</b> as hard as you can!”            “Okeedohkee,” <b>grinned</b> Crocodile.            Then Father Sparrow flew to the <b>middle</b> of the creeper-rope and yelled, “PULL” – It was the <b>loudest</b> chirp you have ever heard from a bird.  <b>They say what they remember about the text:</b></p>	3-5 mins
Text Reading (Shared Reading strategy) (Passage from previous session)	<p>Students and teacher re read passage from previous session. Teacher cues use of paraphrasing and RAP strategy during the reading. “How would you say it in another way?” The reader reads each sentence and then retells it in her own words changing as many words as possible, <u>while still retaining meaning.</u></p>	5-8 mins
Synonyms (Passage from previous activity)	<p>Students are cued to retell in their own words sentences read to them from the story they read in the previous sessions.</p>	5 mins
Reading Target words (New passage)	<p><b>Students match key content words in some way from the text to be read with synonyms. Made on cares in red and blue – cut up – students match red cards with blue cards.</b></p> <p>Mist fog            Wet damp            Silent quiet            Waited paused            Watched stared            Visible observable            Smell scent            Cats felines            Nerve tingling frightening            Shake itself brush off            Lie crouch            Saw noticed            Huddled gathered            Cold freezing            Tremble shake            Thicker denser            Dark morbid            Oppressive repressive            Pushed in on all sides closed in</p>	3-6 mins
Writing Target words	<p>Students write key content words from the new text to be read by copying each from its card.</p>	3-6 mins
Text reading (Shared reading strategy) (New passage)	<p>Students say the paraphrasing strategy before they begin to read; RAP: Students read the passage.            The <b>mist</b> hung about them, <b>impenetrable</b>, <b>wet</b> and <b>silent</b>. And the <b>cats</b> <b>waited</b> and <b>watched</b>, <b>silent</b> too. There were perhaps ten or twelve <b>visible</b> now and on the damp air came the <b>smell</b> of them; not of tomcat, but the <b>nerve tingling</b> feral smell of zoo. Every now and then one would get up and <b>shake itself</b> free of raindrops and <b>lie</b> down again, and each time when they <b>saw</b> the size of the standing cat they <b>huddled</b> a little closer together. On the other side Kevin pressed even closer, and he was <b>cold</b> and beginning to <b>tremble</b>. The <b>mist</b> began to get <b>thicker</b>. It hung <b>dark</b> and <b>oppressive</b> overhead and <b>pushed in on all sides</b>. (116 words)            Teacher cues the student to paraphrase aloud after each sentence read in the text.</p>	8-12 mins
Reflection	<p>Students comment on what has been learnt in the session</p>	3-5 mins
Total time		30-45 mins

**Session: 10**  
**The story of Echo**  
**Timeless tales- Book 4 (Fry's Readability Grade 5) Appendix 10**

ACTIVITY	TASK DESCRIPTION	TIME
Text Retelling (Passage from previous session)	<p><b>Students retell passage from previous session:</b>  <b>The mist hung about them, impenetrable, wet and silent. And the cats waited and watched, silent too. There were perhaps ten or twelve visible now and on the damp air came the smell of them; not of tomcat, but the nerve tingling feral smell of zoo. Every now and then one would get up and shake itself free of raindrops and lie down again, and each time when they saw the size of the standing cat they huddled a little closer together. On the other side Kevin pressed even closer, and he was cold and beginning to tremble. The mist began to get thicker. It hung dark and oppressive overhead and pushed in on all sides. (116 words)</b>  <b>They say what they remember about the text:</b></p>	3-5 mins
Text Reading (Shared Reading strategy) (Passage from previous session)	<p><b>Students and teacher re read passage from previous session. Teacher cues use of paraphrasing and RAP strategy during the reading. "How would you say it in another way?" The reader reads each sentence and then retells it in her own words changing as many words as possible, <u>while still retaining meaning.</u></b></p>	5-8 mins
Synonyms (Passage from previous activity)	<p><b>Students are cued to retell in their own words sentences read to them from the story they read in the previous sessions.</b></p>	5 mins
Reading Target words (New passage)	<p><b>Students are given a list of synonyms to change and have to come up with their own synonyms for the content words</b>  <b>Excellent fantastic</b>  <b>Very extremely</b>  <b>Many loads</b>  <b>Called named</b>  <b>Friends mates</b>  <b>Stay remain</b>  <b>Out up</b>  <b>hear of allow</b>  <b>happy content</b>  <b>allowed permitted</b>  <b>stories tales</b>  <b>tell relate</b>  <b>maids servants</b>  <b>strict stern</b>  <b>parties celerations</b>  <b>young little</b>  <b>longed yearned</b>  <b>attend go</b>  <b>loved liked</b>  <b>talk converse</b>  <b>agreed knew</b></p>	3-6 mins
Writing Target words (New passage)	<p><b>Students write key content words from the new text to be read by copying each from its card.</b></p>	3-6 mins
Text reading (Shared reading strategy) (New passage)	<p><b>Students say the paraphrasing strategy before they begin to read; RAP: Students read the passage.</b>  <b>Once there was a nymph called Echo who loved to talk to her friends and tell them stories. Some people said she was a chatterbox, but everyone agreed that she was an excellent storyteller. Echo and her friends were maids of the goddess of the skies, Queen Hera. The queen was very strict, and although the nymphs were happy there were many things they were not allowed to do. They were not allowed to stay out late or to go to many parties on Mount Olympus. "You're far too young for that sort of thing!" said the queen. One day there was a special party they all really longed to attend but the queen wouldn't hear of it. (118 words)</b>  <b>Teacher cues the student to paraphrase aloud after each sentence read in the text.</b></p>	8-12 mins
Reflection	<p><b>Students comment on what has been learnt in the session</b></p>	3-5 mins
Total time		30-45 mins

**Synonym task**

**Teacher:** Synonyms are words, which can be used to describe other words. They mean the same. Here is an example:

*Ocean - a synonym for ocean could be sea. Do you know any others that mean the same as ocean or sea?*

I want you to give me an example of a synonym for each of the following words:

**These texts will form part of the teaching practice**

<b>Word</b>	<b>Examples of synonyms</b>	<b>Child's synonym</b>
<b>Walk</b>	<b>Trudged,</b>	
<b>Icy</b>	<b>Cold, freezing,</b>	
<b>Person</b>	<b>People, human</b>	
<b>frightened</b>	<b>Scared, petrified</b>	
<b>comfortable</b>	<b>Cosy, snug</b>	
<b>Safe</b>	<b>Secure,</b>	
<b>Moist</b>	<b>Damp, wet</b>	
<b>creature</b>	<b>Beast, monsters</b>	
<b>rested</b>	<b>Waited,</b>	
<b>scent</b>	<b>Smell, fragrance</b>	

## Synonym Test:

Childs name:

Date:

Pre test

or Post test

Word	Examples of synonyms	Child's synonym
pretty	Attractive, beautiful	
Icy	Cold, freezing,	
tiny	small, dwarf, miniature	
Frightened	Scared, petrified	
Comfortable	Cosy, snug, easy	
strong	Mighty powerful	
Moist	Damp, wet	
scream	Screech, shrill, yell	
walk	Step, tread	
Scent	Smell, fragrance	
<b>Total number of synonyms supplied</b>		

/10 = %

= correct response

= incorrect response

=no attempt made

Comment:



## ORAL PARAPHRASING PRE AND POST TEST

NAME: \_\_\_\_\_ GRADE \_\_\_\_\_ AGE \_\_\_\_\_ DATE \_\_\_\_\_

Possible score Words that could be changed in each sentence	Sentences	Student's Translation	Translated into own words maintaining meaning	Replaced words in the sentence with accurate synonyms	Types of words replaced in the sentence				Changed the structure of the original sentence.
					VERB	AD/VERB	NOUN	ADJ	
	The fearful roaring of the dragon guided the Knight to the monsters territory.								
	He crouched as though wounded.								
	The Knight now realised that he must attack when the creature was off- guard.								
	Then the knight struck powerfully beneath the beast's outstretched wing.								
	The monster, accustomed to speedy victory, prepared to seize its prey.								

Sentences for this test were taken from the Neale Analysis (1988 Ed). A Fry Readability Procedure was done on the text these sentences were extracted from to ascertain their appropriateness for Grade 6 students. (Extracts were taken from Form 2 Level 4 of the Neale Analysis pg29).

### ORAL PARAPHRASING PRE AND POST TEST

*Cover sentences 2-5 with a piece of card. Ask the student to read the first sentence and then put sentence into his or her own words. Move the piece of card done to the next sentence and repeat. Continue until the student has paraphrased each of the sentences on the sheet. Record student's response on analysis sheet.*

The fearful roaring of the dragon guided the Knight to the monsters territory.

He crouched as though wounded.

The Knight now realised that he must attack when the creature was Off-guard.

Then the knight struck powerfully beneath the beast's outstretched wing.

The monster, accustomed to speedy victory, prepared to seize its prey.

# RAP

PARAPHRASING STRATEGY

**R**EAD THE TEXT

**A**SK YOURSELF QUESTIONS ABOUT THE MAIN IDEA AND  
DETAILS

**P**UT THE IDEAS INTO YOUR OWN WORDS. TRY TO CHANGE  
AS MANY WORDS AS YOU CAN.

**Dad gave the children a piece of paper and some pens.**

**Mum was driving into town.**

**The lion paced up and down in the cage.**

**He swung from tree to tree and just before sunset he went home.**

**In the middle of a huge jungle there was a magic tree**

**Monkey skipped along the ground for a while**

**All the animals clapped and cheered as the elephant lumbered off**

*Appendix 14*

Appendix 15

starving	hungry
Famine	Hunger
Terrible	Horrible
middle	centre
Huge	colossal
delicious	delectable

starving	hungry
Famine	Hunger
Terrible	Horrible
middle	centre
Huge	colossal

Synonyms for session 2

## THE MAGIC TREE

In Africa, a long time ago, there was a **terrible famine**.

**All the animals** were **starving** because there was no food left – not so much as a seed pod. Now in the **middle** of a **huge jungle** there was a **magic** tree. The **animals** knew that this tree could give them the most **delicious** fruit if only they could remember its name. But there hadn't been a **famine** for hundreds of years and so no one could remember.

<b>SYNONYMS FOR SESSION 3</b>	
<b>rich</b>	<b>wealthy</b>
<b>Beautiful</b>	<b>gorgeous</b>
<b>house</b>	<b>home</b>
<b>Country</b>	<b>Land</b>
<b>Mean</b>	<b>Nasty</b>
<b>greedy</b>	<b>miserly</b>
<b>Low</b>	<b>Meagre</b>
<b>wages</b>	<b>pay</b>
<b>poor</b>	<b>destitute</b>
<b>old</b>	<b>ancient</b>
<b>Save</b>	<b>conserve</b>
<b>money</b>	<b>wealthy</b>

*Appendix 16*

## The old iron pot

Once there was a very **rich** man who lived in a **beautiful house**. He was the richest man in the **country**, but he was **mean** and **greedy**. He paid his workers very **low wages**. Not far away from the rich man's house there lived a **poor old** farmer and his wife. They had worked for the rich man for forty years so they were never able to **save** any money.

One day the farmer said to his wife, "All our **money** is gone. We don't have even a penny. We'll have to **sell** the cow.

## The fiery bird

The egg was now **red hot** and inside it something was **moving**. Next moment there was a **soft cracking sound**; the egg **burst in two**, and out of it came a **flame-coloured** bird. It rested a moment among the **flames**, and as it rested there the four children could see it **growing bigger and bigger** under their eyes.

Every mouth was **a-gape**, every **eyes a-goggle**. The bird **rose** in its nest of fire, **stretched its wings** and **flew** out into the room. It **flew round and round**, and round again, and where it **passed** the **air was warm**.

SYNONYMS FOR SESSION 4

<b>Red hot</b>	Extremely hot
<b>Moving</b>	Waited
<b>Next</b>	following
<b>Soft cracking sound</b>	Muted sound of the egg breaking
<b>Burst in two</b>	Broke in half
<b>Rested a moment</b>	Waited for a short time
<b>flames</b>	fire
<b>a-gape</b>	Wide open
<b>Eyes a-goggle</b>	surprised
<b>Rose</b>	Stood up
<b>Stretched</b>	extended
<b>Flew</b>	Wafted
<b>Passed</b>	went
<b>warm</b>	humid
<b>Flame</b>	red
<b>bigger</b>	larger
<b>Under their eyes</b>	Right in front of them

## The fiery bird

They were not **astonished** but they were very, very much **interested**. They **looked** at the bird, and it was certainly **worth looking at**. Its **feathers** were **like gold**. It was **about as large** as a bantam, only its beak was not at all bantam shaped. “I **believe** I know what it is,” said Robert. “I’ve seen a **picture**-  
He **hurried** away. A **hasty dash** and scramble among the papers on **father’s study table yielded**, as the sum – books say, ‘**the desired result**’. But when he **came back** into the room **holding** out a paper, and crying, “I say, look here”” the others all said, “**Hush!**” and he hushed obediently and **instantly**, for the bird was **speaking**.

Appendix 17

SYNONYMS FOR SESSION 5

<b>Astonished</b>	<b>surprised</b>
<b>Looked</b>	<b>gazed</b>
<b>Worth looking at</b>	<b>interested to see</b>
<b>Feathers</b>	<b>plumage</b>
<b>Like Gold</b>	<b>sparkling</b>
<b>About as large</b>	<b>nearly as big as</b>
<b>Picture</b>	<b>drawing</b>
<b>Hasty dash</b>	<b>ran quickly</b>
<b>Fathers study</b>	<b>dad's office</b>

<b>Yielded</b>	<b>found</b>
<b>The desired result</b>	<b>What he wanted</b>
<b>Came back</b>	<b>returned</b>
<b>speaking</b>	<b>talking</b>
<b>Instantly</b>	<b>immediately</b>
<b>Hush</b>	<b>quiet</b>
<b>Holding</b>	<b>grasping</b>

Appendix 18

**SYNONYMS FOR SESSION 6**

<b>Pot</b>	<b>Container</b>
<b>Bounced</b>	<b>Jumped</b>
<b>Off the</b>	<b>Away from</b>
<b>Skipped</b>	<b>Escaped</b>
<b>Down the road</b>	<b>Into the street</b>
<b>Rich man's</b>	<b>Wealthy person's</b>
<b>Cook</b>	<b>Baker</b>
<b>huge</b>	<b>Large</b>
<b>dinner</b>	<b>supper</b>
<b>large</b>	<b>big</b>

<b>Answer</b>	<b>Reply</b>
<b>Moaned</b>	<b>groaned</b>
<b>hold</b>	<b>contain</b>
<b>At that moment</b>	<b>Just then</b>
<b>Jumped</b>	<b>went</b>
<b>open</b>	<b>a- jar</b>
<b>Poor man</b>	<b>destitute</b>
<b>Put</b>	<b>placed</b>
<b>off</b>	<b>away</b>
<b>through</b>	<b>out</b>

## The Old Iron Pot

Before the wife could answer, the iron pot had bounced off the fire and skipped through the door and down the road. The rich man's cook had just made a huge plum pudding for dinner. "What will I do?" she moaned. "I haven't a pot which is large enough to hold the master's pudding!" At that moment the iron pot jumped through the open window. "Try me!" it cried. So the cook put the pudding in the pot. Then the pot called out, "I skip, I skip!"

Where do you skip?" asked the cook

"I skip, I skip, and as fast as I can I skip to the house of the very poor man!"

And off it skipped. (117 words)

## The Biggest Tug of War of All

For the next few days, all the sparrows in the forest were very busy. The word spread like wildfire that the sparrows needed help. Hundreds of sparrows twittered through the trees, collecting pieces of creeper and tying them all together. At the end of the third day, they had a strong line of creeper more than half a mile long. It was stronger than the strongest rope! Not long after, Elephant came crashing through the forest. BOING! He slammed straight into the tree where Mother Sparrow was sitting on her nest.

“A-hoy there!” trumpeted Elephant. “Here I am! Are you ready to tie me up?” he laughed. “Yes we are!” cried Father Sparrow. In the twinkling of an eye all the sparrows held pieces of creeper-rope in their beaks. (129 words)

<b>SYNONYMS FOR SESSION 7</b>	
<b>forest</b>	<b>jungle</b>
<b>Busy</b>	<b>Working hard</b>
<b>Word</b>	<b>message</b>
<b>Like wildfire</b>	<b>Quickly</b>
<b>Needed help</b>	<b>Required assistance</b>
<b>Twittered</b>	<b>Chirped</b>
<b>Collecting</b>	<b>Gathering</b>
<b>Creeper</b>	<b>Vines</b>
<b>Tying</b>	<b>Binding</b>
<b>At the end</b>	<b>Towards the finish</b>
<b>Strong</b>	<b>powerful</b>
<b>More</b>	<b>Over</b>
<b>stronger</b>	<b>More powerful</b>
<b>Crashing</b>	<b>stomping</b>
<b>slammed</b>	<b>crashed</b>
<b>Sitting on her nest</b>	<b>nesting</b>
<b>trumpeted</b>	<b>roared</b>
<b>Ready</b>	<b>prepared</b>
<b>Held pieces</b>	<b>Put bits</b>

## The Biggest Tug of War of All

The sparrows **flew** off with the other end of the **creeper-rope** in their beaks, until they **came** to Crocodile. He was still **sunning himself** in the **shallows**. He **opened** one lazy eye and **looked up** at Father Sparrow. “I suppose you’ve come to tie me up?” he **grinned**

“Yes, that’s right,” said Father Sparrow, and as **quick as a wink** all the sparrows **flew** up and down and around and around until the crocodile was **firmly** tied up.

“Are you **listening** to me?” asked Father Sparrow. “When I **yell** ‘PULL’ I want you to **pull** as hard as you can!”

“Okeedohkee,” **grinned** Crocodile.

Then Father Sparrow flew to the **middle** of the creeper-rope and yelled, “PULL” – It was the **loudest** chirp you have ever heard from a bird.

**SYNONYMS FOR SESSION 8**

<b>flew</b>	<b>fluttered</b>
<b>Vine</b>	<b>Creeper</b>
<b>Came</b>	<b>Met</b>
<b>Sunning himself</b>	<b>Sunbathing</b>
<b>shallows</b>	<b>Shallow water</b>
<b>Opened</b>	<b>Revealed</b>
<b>Looked up</b>	<b>Stared</b>
<b>tie</b>	<b>bind</b>
<b>grinned</b>	<b>smiled</b>
<b>Quick as a wink</b>	<b>Immediately</b>
<b>firmly</b>	<b>tightly</b>
<b>listening</b>	<b>hearing</b>
<b>yell</b>	<b>shout</b>
<b>pull</b>	<b>yank</b>
<b>middle</b>	<b>Centre</b>
<b>loudest</b>	<b>deafening</b>

## The Cats

The **mist** hung about them, impenetrable, **wet** and **silent**. And the **cats waited** and **watched**, silent too. There were perhaps ten or twelve **visible** now and on the damp air came the **smell** of them; not of tomcat, but the **nerve tingling** feral smell of zoo. Every now and then one would get up and **shake itself** free of raindrops and **lie** down again, and each time when they **saw** the size of the standing cat they **huddled** a little closer together. On the other side Kevin pressed even closer, and he was **cold** and beginning to **tremble**. The **mist** began to get **thicker**. It hung **dark** and **oppressive** overhead and **pushed in on all sides**.

Appendix 22

**SYNONYMS FOR SESSION 9**

<b>mist</b>	<b>fog</b>
<b>Wet</b>	<b>Damp</b>
<b>Silent</b>	<b>Quiet</b>
<b>Waited</b>	<b>Paused</b>
<b>Watched</b>	<b>Stared</b>
<b>Visible</b>	<b>Observable</b>
<b>Smell</b>	<b>Scent</b>
<b>Cats</b>	<b>Felines</b>
<b>Nerve tingling</b>	<b>Frightening</b>
<b>Shake itself</b>	<b>Brush off</b>
<b>lie</b>	<b>Crouch</b>
<b>saw</b>	<b>Noticed</b>
<b>Huddled</b>	<b>gathered</b>
<b>cold</b>	<b>freezing</b>
<b>tremble</b>	<b>shake</b>
<b>thicker</b>	<b>spread</b>
<b>dark</b>	<b>morbid</b>
<b>oppressive</b>	<b>repressive</b>
<b>Pushed in on all sides</b>	<b>Closed in</b>

## Appendix 23

### Synonyms for session 10

stories	tales
Tell	relate
maids	Servants
strict	stern
parties	celebrations
Young	little
longed	yearned
attend	go
loved	like
talk	converse
Agreed	knew
excellent	fantastic
very	extremely
many	Loads
Called	named
friends	mates
stay	remain
out	up
special	particular
Hear of	allow
happy	content
allowed	permitted

### Session 10

Once there was a nymph called Echo who loved to talk to her friends and tell them stories. Some people said she was a chatterbox, but everyone agreed that she was an excellent storyteller. Echo and her friends were maids of the goddess of the skies, Queen Hera. The queen was very strict, and although the nymphs were happy there were many things they were not allowed to do. They were not allowed to stay out late or to go to many parties on Mount Olympus. “You’re far too young for that sort of thing!” said the queen. One day there was a special party they all really longed to attend but the queen wouldn’t hear of it. (118 words)

**ORAL PARAPHRASING PRE AND POST TEST**

NAME: \_\_\_\_\_ GRADE \_\_\_\_\_ AGE \_\_\_\_\_ DATE \_\_\_\_\_

Appendix 24

Possible score Words that could be changed in each sentence	Sentences	Student's Translation	Translated into own words maintaining meaning	Replaced words in the sentence with accurate synonyms	Types of words replaced in the sentence				Changed the structure of the original sentence.
					VERB	AD/VERB	NOUN	ADJ	
/7	The fearful roaring of the dragon guided the Knight to the monsters territory.				2		3	2	
/2	He crouched as though wounded.				2				
/5	The Knight now realised that he must attack when the creature was off-guard.				4		2	1	
/7	Then the knight struck powerfully beneath the beast's outstretched wing.				2	2	3	1	
/7	The monster, accustomed to speedy victory, prepared to seize its prey.				3		3	1	
Total					13	2	11	5	

/28 = %

Sentences for this test were taken from the Neale Analysis (1988 Ed). A Fry Readability Procedure was done on the text these sentences were extracted from to ascertain their appropriateness for Grade 6 students. (Extracts were taken from Form 2 Level 4 of the Neale Analysis pg29).

## Oral Paraphrasing Pre and **Post Test**

### Oral Paraphrasing Test

NAME: Student A

GRADE: 5

AGE: DATE: 13<sup>th</sup> April (pre test) 9/05/06(post test) 2006

Post test results in red Appendix

Possible score Words that could be changed in each sentence	Sentences	Student's Translation	Translated into own words maintaining meaning	Replaced words in the sentence with accurate synonyms	Types of words replaced in the sentence				Changed the structure of the original sentence.
					VERB /13	AD/VERB /1	NOUN /11	ADJ /5	
1/7 1/7	The fearful roaring of the dragon guided the Knight to the monsters territory.	<b>The terrifying roaring from the dragon protected the victory</b> <b>The terrifying firing of the dragon protected the knight to the monsters territory</b>	No No	Fearful/terrifying Terrifying/fearful	✓ ✓				but meaning was lost No – meaning retained
1/2 1/2	He crouched as though wounded.	<b>He (H) like crouched down like he bobbed down squashed down he wounded</b> <b>He kneeled as though scared</b>	No No	Crouched/bobbed Kneeled/crouched	✓ ✓				but meaning was lost no – meaning was lost
2/5 4/5	The Knight now realised that he must attack when the creature was off-guard.	<b>The knight just figured out that the dragon was going to attack</b> <b>The knight now figured that he needs to strike when the animal was off guard</b>	No yes	Now realised/just figured out Dragon/creature Strike/attack Creature/animal Figured/realised Needs/must	✓ ✓ ✓ ✓		✓ ✓		but meaning was lost No – meaning maintained
3/7 5/7	Then the knight struck powerfully beneath the beast's outstretched wing.	<b>Then the knight like struck – used a lot of power under the creatures outstretched wing</b> <b>Then the knight hit strongly under the creatures opened wings</b>	Partially yes	Powerfully/used a lot of power Beneath/under Beasts/creatures Hit/struck Strongly/powerfully Under/beneath Creature/beast Opened/outstretched	✓ ✓ ✓	✓ ✓	✓ ✓	✓ ✓	Yes but Maintained meaning No – maintained meaning
1/7 4/7	The monster, accustomed to speedy victory, prepared to seize its prey.	<b>The monster customed the really, the fastness victory and was prepared to kill him in his prey</b> <b>The beast accustomed to winning fast he organised to seize his prey</b>	No yes	Prepared to seize/ Prepared to kill him Beast/monster Winning/victory Fast/speedy Organised/prepared	✓ ✓ ✓		✓ ✓		Meaning was lost No – but maintained meaning
Total					3/13 7/13	1/2 1/2	2/11 3/11	1/5 4/5	

Total score: 8 \28= 28% of the time it was paraphrased  
 Maintained meaning in only 1/5 sentences = 20% of the sentences  
 The part of speech that was paraphrased = variable but more verbs  
 Total score; 15/28 = 53% of the time it was paraphrased

Maintained meaning in 4/5 of the sentences  
 The parts of speech paraphrased was mostly verbs but improved mostly in verbs and adjectives

Sentences for this test were taken from the Neale Analysis (1988 Ed). A Fry Readability Procedure was done on the text these sentences were extracted from to ascertain their appropriateness for Grade 6 students. (Extracts were taken from Form 2 Level 4 of the Neale Analysis pg29).

Appendix 24

Oral Paraphrasing Pre and Post Test

NAME: Student B GRADE: 5 AGE

DATE: 13<sup>th</sup> April, 2006 & 9/05/06 Pre and Post test results: Post test results in red

Possible score Words that could be changed in each sentence	Sentences	Student's Translation	Translated into own words maintaining meaning	Replaced words in the sentence with accurate synonyms	Types of words replaced in the sentence				Changed the structure of the original sentence.
					VERB	AD/VERB	NOUN	ADJ	
1/7 3/7	The fearful roaring of the dragon guided the Knight to the monsters territory.	The scareful roaring of the dragon led the knight to the monsters territory <u>The brave growling of the dragon led the knight to the creatures territory</u>	No Yes	Leaded/guided Brave/fearful (incorrect synonym) Growling/roaring Leaded/guided Creatures/monsters	√ √		√	√	No
1/2 1/2	He crouched as though wounded.	<u>He bopped down as for wounded</u> He bobbed as thought/through wounded	No No	Bobbed/crouched Bobbed/crouched	√ √				No
1/5 2/5	The Knight now realised that he must attack when the creature was off-guard.	The knight now realised that he must attack when the creature was not looking <u>The knight now thought that he should attack when the creature was off guard</u>	Partially Partially	Off-guard/not looking Thought/realised Should/must	√ √√				No
1/7 3/7	Then the knight struck powerfully beneath the beast's outstretched wing.	The knight attacked powerfully beneath the monsters outstretched wings <u>The knight stabbed powerfully under the beasts stretched wings</u>	NO Yes- partial	Struck/attacked Stabbed/attacked Under/beneath Stretched/outstretched	√ √√	√			No
1 /7 3/7	The monster, accustomed to speedy victory, prepared to seize its prey.	The beast accustomed to speedy victory prepared to seize its prey <u>The creature accustomed to fast victory ready to seize its prey</u>	No No	Monster/beast Creature/beast Fast/speedy Ready/prepared	√		√ √	√	No
5/28 12/28				Total	4/13 7/13	0/2 1/2	1/11 2/11	0/5 2/5	

Pre test score: 5 \28= 17% of the time it was paraphrased

The verbs were mostly chosen to paraphrase

Post test score: 12/28= 42% of the time it was paraphrased

There was improvement in all parts of speech paraphrased but mostly verbs

Sentences for this test were taken from the Neale Analysis (1988 Ed). A Fry Readability Procedure was done on the text these sentences were extracted from to ascertain their appropriateness for Grade 6 students. (Extracts were taken from Form 2 Level 4 of the Neale Analysis pg29).

Appendix 25

**Oral Paraphrasing Pre and Post Test**

NAME: Student C GRADE: 5 AGE \_\_\_\_\_

DATE: 13th April, 2006( pre test) 9/05/06(post test)

Pre and Post test results: **Post test results in red**

Possible score Words that could be changed in each sentence	Sentences	Student's Translation	Translated into own words maintaining meaning	Replaced words in the sentence with accurate synonyms	Types of words replaced in the sentence				Changed the structure of the original sentence.
					VERB	AD/VERB	NOUN	ADJ	
2/7 3/7	The fearful roaring of the dragon guided the Knight to the monsters territory.	<b>The scary roaring of the dragon led the knight to the monster's territory</b> <b>The terrifying roaring of the dragon led the knight to the monsters place</b>	Partially Half paraphrased	Fearful/scary  Guided/led Terrifying/fearful Led/guided Place/territory	✓ ✓		✓ ✓		No-maintained meaning No-maintained meaning
2/2 2/2	He crouched as though wounded.	<b>He bent as though hurt</b> <b>He laid as though hurt</b>	Yes Yes	Crouched/bent Wounded/hurt Laid/crouched Hurt/wounded	✓✓ ✓✓				No- maintained meaning No- maintained meaning
1/5 3/5	The Knight now realised that he must attack when the creature was off-guard.	<b>The knight now realised that he must fight</b> <b>The knight now thought that he must fight when the animal was...</b>	Partially Over half	Attack/fight Thought/realised Fight/attack Animal/creature	✓ ✓✓		✓		No- only partially finished sentence No- but maintained more meaning
2/7 5/7	Then the knight struck powerfully beneath the beast's outstretched wing.	<b>Then the knight struck hard beneath the monsters long wing.</b> <b>Then the knight hit hard under the creatures revealed wing</b>	Yes Yes	Powerfully/hard Outstretched/long Hit/struck Hard/powerfully Creatures/monsters Revealed/outstretched Under beneath	✓✓ ✓	✓ ✓	✓ ✓✓		No- maintained meaning No – maintained more meaning
2/7 6/7	The monster, accustomed to speedy victory, prepared to seize its prey.	<b>The beast accustomed to fast victory prepared to seize its prey.</b> <b>The beast accustomed to winning fast got ready to catch its food</b>	Partially Yes- most	Monster/beast Speedy/fast Beast/monster Winning/victory Fast/speedy Ready/prepared Catch/seize Food/prey	✓✓✓		✓ ✓✓	✓ ✓	No-maintained meaning No- maintained more meaning
9/28 19/28				Total	3/13 10/13	1/2 1/2	2/11 5/11	1/5 4/5	

**Total score: 9/28 = 32% of the time it was paraphrased**

**4/5 sentences Maintained meaning**

**The part of speech that were paraphrased was variable but more verbs**

**Post test: 19/28 = 67% of the time it was paraphrased**

**Maintained meaning on all sentences**

**Considerable improvement in all but one of the parts of speech changed**

Sentences for this test were taken from the Neale Analysis (1988 Ed). A Fry Readability Procedure was done on the text these sentences were extracted from to ascertain their appropriateness for Grade 6 students. (Extracts were taken from Form 2 Level 4 of the Neale Analysis pg29).

Appendix 26

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