

Explicitly teaching a whole 3/4 class paraphrasing will improve all students' comprehension, whilst catering for the 'at risk' students within an authentic classroom setting.

ABSTRACT

Many middle school students are competent decoders but have difficulties with reading comprehension. Competent readers are able to understand what they read and are able to utilize their word knowledge to comprehend literal texts, as well as make inferences, comprehend unfamiliar words and monitor their use of comprehension strategies (Parker et al, 2002).

Paraphrasing is a strategy that has been shown to be effective in improving reading comprehension. In particular studies it has been demonstrated that the paraphrasing skill has had a positive effect on reading comprehension (Ellis & Graves, 1990; Lauterbach & Bender, 1995; cited in Lee & Von Colln, 2003).

The present investigation aims to demonstrate that explicitly teaching a whole 3/4 class paraphrasing will improve all students' comprehension, whilst catering for the 'at risk' students within an authentic classroom setting. The present study compared two groups – Intervention and Control. The Intervention group was explicitly taught the paraphrasing strategy using the RAP acronym (**R**ead the text, **A**sk – What is the main idea? What words can I change, **BUT** keep the meaning the same? **P**ut it in your own words) and the Control group participated in their normal literacy program. Sessions were taught to the whole grade in their classroom setting, with the teacher assisting.

The results did appear to support the hypothesis, with all the Intervention students improving in paraphrasing and comprehension, with the ‘below average’ students showing the most significant improvement. Student and teacher feedback, were encouraging and would indicate that the explicit teaching of paraphrasing assists with reading comprehension in a classroom setting.

INTRODUCTION

It has become evident that many middle school students are competent decoders and read at an age-appropriate level, however, a considerable number of these students have difficulties with reading comprehension. There is a great deal of emphasis in the acquirement of reading decoding skills in the early years of schooling. Although reading has been the focus of extensive research, much of that research has addressed the fundamental reading skills such as phonological awareness (Boulinea et al; cited in Hagaman & Reid, 2008). Decoding skills are essential because they are the foundations of skillful reading (National Reading Panel, 2000; cited in Hagaman and Reid, 2008). It cannot be assumed, however, that students will automatically become proficient at comprehending once they have acquired accurate decoding skills. Munro (2003) notes that there has not been the same level of interest given to middle years literacy research as there has to the acquirement of early years literacy.

Competent readers have the ability to comprehend text (National Reading Panel, 2000; Snow & Burns & Griffin, 1998; cited in Parker et al, 2002). This means that they are able to understand what they read and, in contrast to unskilled readers, they are able to utilize their word knowledge to

comprehend literal texts, as well as make inferences, comprehend unfamiliar words and monitor their use of comprehension strategies (Parker et al, 2002)

Munro (2003) states that in the late primary and secondary years, literacy difficulties can become more apparent when it is necessary for students to learn by reading in their different subjects. This is a challenge that many educators must address in schools. Similarly, Katims and Harris (1997) noted that success in middle and secondary school is influenced by the ability to understand what has been read in texts. There is also reliable evidence that reading comprehension is a significant problem, particularly at the middle school or later grade level (Underwood & Pearson, 2004; cited in Hagaman & Reid, 2008). Due to the fact that reading text books becomes the main source of information, reading comprehension is vital. (Smagorinsky, 2001; cited in Hagaman & Reid, 2008).

Therefore it is important that students are taught specific comprehension skills in early and middle primary school years to address this problem. Hagaman and Reid (2008) indicate that not enough time in classrooms is allocated to teaching reading comprehension skills, despite evidence that it is effective in improving reading comprehension. Teaching, using explicit instruction in strategies to improve comprehension can improve students' ability to understand text (Graham & Bellert, 2004; Pressley & McCormick, 1995; cited in Hagaman & Reid, 2008).

In particular studies it has been demonstrated that the paraphrasing skill had a positive effect on reading comprehension (Ellis & Graves, 1990; Lauterbach & Bender, 1995; cited in Lee & Von Colln, 2003). Fisk & Hurst (1993) found that paraphrasing assists students to process text and

understand what they're reading, which is an effective reading strategy for improving comprehension. Furthermore, Katims and Harris (1997) agree that the paraphrasing strategy has been shown to improve the reading comprehension of all students, both with and without reading difficulties. It is therefore assumed that teaching paraphrasing to a whole class will benefit all students regardless of their ability.

While in the past paraphrasing may have been viewed as a study skill (Anderson and Armbruster, 1984; cited in Fisk and Hurst 2003), also found that it has been useful in improving reading comprehension (Harris & Sipay, 1990, Katims and Harris, 1997; Shugarman & Hurst, 1986; cited in Fisk and Hurst, 2003). It was further noted that paraphrasing for comprehension was an effective strategy for understanding the main ideas and the author's voice in text (Fisk and Hurst, 2003).

Despite the evidence supporting paraphrasing, the effectiveness of the paraphrase depends on the students' ability to use their own vocabulary and phrasing while maintaining the meaning of the text. Paraphrasing is not simply students copying directly from a text, changing selected words intermittently. (Fisk and Hurst, 2003). In addition Munro (2003) found that although strategies can be taught in isolation, teaching several strategies simultaneously reflects modern teaching practice.

Katims and Harris (1997) state that learning strategies, such as paraphrasing, can be used to assist students of all abilities, in inclusive classrooms, to improve comprehension. Hagaman and Reid (2008) summarize that there is a need for a basic strategy that can be utilized in the classroom in a practical

way. The strategy suggested is the RAP strategy (Read a paragraph, Ask myself: What was the main idea and two details, Put it into my own words), which is theoretically based and assist students to memorize the key points. Hagaman and Reid (2008) found three studies using the RAP strategy. They were Ellis and Graves (1990), Lauterbach and Bender (1995) and Katims and Harris (1997) and although there is only a limited number of published research on the effectiveness of this strategy, the available data is positive.

The present investigation aims to examine the effect of explicitly teaching the paraphrasing strategy to a whole class of 3/4 children. This will include synonyms and vocabulary development as part of the paraphrasing skill. In addition, the use of the RAP acronym should assist students to remember how to paraphrase; enable them to gain meaning from text, to explain it in their own words and to improve reading comprehension.

The hypothesis is that **explicitly teaching a whole 3/4 class paraphrasing will improve all students' comprehension, whilst catering for the 'at risk' students within an authentic classroom setting.**

METHOD

Design:

The present study uses a case study OXO design in an authentic classroom setting. Improvement in reading comprehension, following the explicit teaching of paraphrasing, is monitored for middle school students, where a large number of them have comprehension difficulties and had previous Literacy Intervention. The study compares two groups of students – 27 students in a Control group and 27 students in an Intervention group.

Participants:

The students selected for the study were grade 3/4 students. The two classes were selected following the PAT R Reading Comprehension test, where a number of children had low stanine scores. The class with the greatest need was selected for the intervention. A significant number of these students had been involved in previous Literacy Intervention. All participants attend a catholic school in the outer eastern suburbs of Melbourne. Their demographic details and PAT R Comprehension pre-test scores and stanines are shown in the following tables:

Figure 1 – Intervention Group

Figure 2 – Control Group (some columns were not needed)

Key for Intervention:

1 = Reading Recovery

2 = Decoding Intervention

3 = Comprehension Intervention

4 = Spelling Intervention

STUDENT	I/C	SEX	AGE		GDE	ESL	INTERV'T'N	INTEGR'T'N	IMPAIRMENT	READING LEVEL	PAT R COMP'N	PRE-TEST
			Years	Months						<i>Below Level 28 (gde 3) 30 (gde 4)</i>	Raw Score /30	Stanine
1	I	M	9	0	3						14	4
2	I	M	9	3	4						16	3
3	I	M	9	8	4		4				17	4
4	I	F	9	2	4		3				23	5
5	I	F	9	0	4			YES	Diabetes		26	6
6	I	F	8	0	3		4			24	8	2
7	I	F	8	3	3						22	6
8	I	M	8	3	3						14	4
9	I	M	9	3	3		1, 4			24	12	4
10	I	F	8	4	3						14	4
11	I	M	9	0	3						21	6
12	I	M	7	11	3		1, 4				11	3
13	I	M	9	9	4						17	4
14	I	M	9	10	4						23	5
15	I	M	9	9	4		1, 2, 3, 4			27	8	1
16	I	F	9	7	4						27	7
17	I	M	9	3	4		1, 4		Optical		28	7
18	I	F	8	7	3						20	6
19	I	F	9	5	4		1, 4				20	4
20	I	F	8	7	3		4			25	0	1
21	I	F	8	5	3						21	6
22	I	F	9	6	4						22	5
23	I	F	9	0	4						24	6
24	I	M	8	7	3	YES	4				14	4
25	I	F	8	7	3						18	5
26	I	M	9	0	4		1, 3			26	8	1
27	I	M	10	0	4		4				13	3

Figure 1 – Intervention Group Demographics

STUDENT	I/C	SEX	AGE		GRADE	INTERVENTION	READING LEVEL	PAT R COMP'N	PRE-TEST
			Years	Mths			Below Level 28 (gde 3)	Raw Score /30	Stanine
1a	C	M	8	2	3		Below Level 30 (gde 4)	5	1
2a	C	M	10	0	4			24	6
3a	C	F	9	8	4	4		15	3
4a	C	M	10	0	4			21	5
5a	C	F	9	6	4	1, 4		13	3
6a	C	M	9	6	4	3		21	5
7a	C	F	8	5	3			25	7
8a	C	F	8	6	3			11	3
9a	C	M	9	9	4			22	5
10a	C	F	8	11	3			29	9
11a	C	F	9	8	4			22	5
12a	C	F	8	0	3			19	5
13a	C	F	8	6	3			23	6
14a	C	M	8	10	3	1, 4	27	11	3
15a	C	F	10	3	4	4		22	5
16a	C	M	10	5	4	1, 2, 3, 4	22	7	1
17a	C	M	10	5	4	1, 2, 3, 4	22	15	3
18a	C	F	9	4	4			20	4
19a	C	M	9	2	3			14	4
20a	C	M	10	7	4	3, 4		19	4
21a	C	F	8	6	3			3	1
22a	C	M	8	3	3			15	4
23a	C	M	9	3	3			25	7
24a	C	M	8	3	3	1, 4		10	3
25a	C	M	8	7	3	4		16	5
26a	C	M	9	5	4			21	5
27a	C	F	8	5	3			20	6

Figure 2 – Control Group Demographics

Materials:

The following tests were used:

- PAT R Reading Comprehension Test (Used as part of the Literacy Assessment Project *LAP* the school is involved in): To establish students' initial comprehension ability and to ascertain whether improvement had occurred.
- PAT R Vocabulary Test: To establish the students' vocabulary knowledge.
- John Munro's Synonym Group Task: To establish the students' understanding of synonyms.
- John Munro's Paraphrasing Group Task: To establish the student's ability to paraphrase

Procedure:

All pre-test tasks were administered to all students in the above order. The PAT R Comprehension Test data was used to decide which 3/4 grades would be involved in the study. The class with the greatest need was selected for the intervention. The control group had a similar number of children with below benchmark comprehension scores.

The students then completed the PAT R Vocabulary Test, Synonym Task and Paraphrasing Task on different days during the same week. This was to determine whether by improving paraphrasing (and children's understanding of synonyms and unfamiliar vocabulary) their comprehension would improve.

My current role in the school is Literacy Intervention for years 3-6 for two days per week. In consultation with the Literacy Coordinator and Principal, it was decided that comprehension was an area of concern across in the middle and upper area of the school.

Traditionally students had been removed from the classroom for decoding, comprehension and spelling to work in small groups. Only the students Stanine 2 and below on the PAT R Comprehension Test qualified for intervention. It has always been an aim to also assist the students who score Stanine 3, as these students fall just below average but do not qualify for additional support.

For the purpose of this study and for the greatest benefit to the school, the ten paraphrasing lessons were taught to an entire 3/4 class (with the intent of teaching the same lessons to all the middle and upper classes; to assist with comprehension and expose staff to the paraphrasing skills which would act as professional development). A 5/6 class received the lessons simultaneously, although the results have not been used in the present study.

The lessons occurred in the 3/4 selected classroom, with the classroom teacher observing and assisting. The lessons were taught during the usual two-hour Literacy Block between recess and lunch time to enable minimal interruption to 'normal' programs. The lessons occurred straight after morning recess.

The intervention students were taught ten explicit lessons on paraphrasing (*Appendix 1*). These lessons incorporated synonyms and vocabulary. The RAP acronym was used to assist students to remember the steps to paraphrasing and a poster was displayed in the classroom.

Read the text

Ask – What is the main idea? What words can I change?

(***BUT*** keep the meaning the same)

Put it in your own words

(Adapted from Katims and Harris, 1997, and John Munro, 2006)

The Interactive Whiteboard was used to add interest and to engage students.

The lessons were taught as follows:

Week 1 – 3 x 40 minute lessons

Week 2 – 3 x 40 minute lessons

Week 3 – 3 x 40 minute lessons

Week 4 – 1 x 40 minute lesson

NOTE: Students who are below Level 28 (Grade 3) and Level 30 (Grade 4) for their reading decoding attend an additional 40 minute session once a week. These withdrawal sessions are part of the regular Literacy Intervention program at the school.

The lessons were developed based on the following:

- John Munro’s paraphrasing lessons and vocabulary notes (2006)
- E.R.I.K – (2006)

Lessons followed a similar format. Introduction/revision of paraphrasing strategy (RAP), read selected text to be used for paraphrasing, discuss any unfamiliar vocabulary, model paraphrasing, find synonyms for selected words, revisit paraphrasing strategy (RAP), students write paraphrased sentences, discussion and self reflection.

The control group continued to participate in their regular classroom literacy program. After the four weeks of teaching the Intervention group, all students in both the Intervention group and Control group were assessed again, using the same pre-test materials and procedure. Each post-test was administered on different days during the same week.

The data collected from the PAT R Reading Comprehension test was used to select the class that had the greatest number of students who had a below benchmark comprehension score and who had previous Literacy Intervention. A control grade was selected that closely matched the Intervention group.

The data was collected using the average raw scores of all the pre and post tests and comparing the differences between the Intervention and Control group. In addition the Intervention group were divided into a 'below average', 'average', and 'above average' group depending on their comprehension test stanines so it could be ascertained whether the 'below average' group had improved in an authentic classroom setting.

RESULTS:

The following tables show the results of all the pre and post-testing

STUDENT	Attendance	COMP'N	PRE-TEST	COMP'N	POST-TEST	VOCAB	PRE-TEST	VOCAB	POST-TEST
	<i>No. of Sessions</i>	Raw Score /30	Stanine	Raw Score /30	Stanine	Raw Score /35	Stanine	Raw Score /35	Stanine
1	6/10	14	4	21	6	20	5	14	3
2	All	16	3	24	6	22	5	26	6
3	All	17	4	21	5	24	5	25	6
4	6/10	23	5	28	7	30	8	30	8
5	All	26	6	27	7	22	5	28	7
6	All	8	2	14	4	5	1	9	2
7	All	22	6	24	7	23	6	29	8
8	All	14	4	25	7	19	5	23	6
9	All	12	4	13	4	14	3	14	3
10	All	14	4	22	6	18	5	27	7
11	9/10	21	6	24	7	21	5	22	6
12	All	11	3	13	4	22	6	23	6
13	9/10	17	4	22	5	13	2	25	6
14	All	23	5	26	6	25	6	26	6
15	All	8	1	15	3	11	2	20	4
16	8/10	27	7	27	7	31	8	31	8
17	9/10	28	7	28	7	27	6	27	6
18	All	20	6	24	7	21	5	22	6
19	All	20	4	25	6	16	3	22	5
20	All	0	1	13	4	10	2	19	5
21	All	21	6	25	7	22	6	23	6
22	All	22	5	24	6	29	7	30	8
23	All	24	6	27	7	27	6	29	7
24	8/10	14	4	18	5	12	3	16	4
25	All	18	5	19	5	22	6	29	8
26	9/10	8	1	15	3	15	3	18	4
27	9/10	13	3	21	5	21	4	13	2
	AVERAGE:	17.07		21.67		20.07		22.96	

Figure 3 – Results of Intervention Group (Part A)

STUDENT	SYNONYM	PRE-TEST		SYNONYM	POST-TEST		PARA PRE-	TEST	PARA POST-	TEST
	Correct /29	Additional	%	Correct /29	Additional	%	Correct /32	%	Correct /32	%
1	9	0	31%	17	3	59%	8	25%	19	59%
2	16	2	55%	18	5	62%	13	41%	22	69%
3	11	0	38%	17	3	59%	10	31%	17	53%
4	15	2	52%	20	9	69%	17	53%	21	66%
5	20	6	69%	20	6	69%	16	50%	26	81%
6	11	1	38%	15	5	52%	3	9%	19	19%
7	11	0	38%	14	3	48%	17	53%	19	59%
8	13	0	45%	21	11	72%	9	28%	21	65%
9	16	2	55%	19	5	66%	3	9%	5	16%
10	9	1	31%	11	2	38%	19	59%	20	63%
11	10	1	35%	18	7	62%	14	44%	22	69%
12	7	0	24%	16	2	55%	8	25%	11	34%
13	3	1	10%	21	4	72%	13	41%	15	47%
14	15	2	52%	23	6	79%	18	56%	22	69%
15	7	0	24%	12	2	41%	12	38%	20	62%
16	14	5	48%	23	17	79%	23	72%	26	81%
17	15	1	52%	19	3	66%	13	41%	14	44%
18	14	4	48%	20	5	69%	9	28%	18	56%
19	15	5	52%	18	2	62%	14	44%	20	62%
20	13	0	45%	16	5	55%	5	16%	6	19%
21	9	0	31%	15	1	52%	6	19%	13	41%
22	15	3	52%	21	5	72%	19	59%	23	72%
23	15	6	52%	23	8	82%	12	38%	18	56%
24	9	3	31%	12	3	41%	6	19%	14	44%
25	16	3	55%	17	10	59%	21	66%	22	69%
26	3	0	10%	10	3	34%	4	13%	17	53%
27	15	6	52%	22	13	76%	9	28%	12	38%
AV'AGE:	12.07	2		17.70	5.48		11.89		17.85	

Figure 4 – Results of Intervention Group (Part B)

STUDENT	COMP'N PRE-	TEST	COMP'N POST-	TEST	VOCAB PRE-	TEST	VOCAB POST-	TEST
	Raw Score /30	Stanine	Raw Score /30	Stanine	Raw Score /35	Stanine	Raw Score /35	Stanine
1a	5	1	19	5	19	5	23	6
2a	24	6	26	6	25	6	26	6
3a	15	3	23	5	24	5	19	4
4a	21	5	28	7	26	6	26	6
5a	13	3	21	5	20	4	24	5
6a	21	5	17	4	11	2	18	4
7a	25	7	24	7	26	7	28	8
8a	11	3	13	4	8	1	12	3
9a	22	5	24	6	27	6	25	6
10a	29	9	26	8	30	9	27	8
11a	22	5	24	6	25	6	26	6
12a	19	5	20	6	26	7	23	6
13a	23	6	22	6	27	7	28	8
14a	11	3	12	4	22	6	23	6
15a	22	5	23	5	28	7	31	8
16a	7	1	16	3	15	3	19	4
17a	15	3	16	3	10	1	18	4
18a	20	4	21	5	25	6	23	5
19a	14	4	19	5	3	1	7	1
20a	19	4	22	5	25	6	25	6
21a	3	1	12	4	1	1	11	2
22a	15	4	25	7	23	6	26	7
23a	25	7	26	8	29	8	28	8
24a	10	3	14	4	12	3	12	3
25a	16	5	21	6	19	5	20	5
26a	21	5	23	5	25	6	28	7
27a	20	6	24	7	25	7	30	9
AV'AGE:	17.33		20.78		20.59		22.44	

Figure 5 – Results of Control Group (Part A)

STUDENT	SYNONYM	PRE- TEST		SYNONYM	POST-TEST		PARA PRE-	TEST	PARA POST-	TEST
	Correct /29	Additional	%	Correct /29	Additional	%	Correct /32	%	Correct /32	%
1a	9	2	31%	10	0	34%	3	9%	7	22%
2a	20	9	69%	17	4	59%	27	84%	30	94%
3a	10	0	34%	11	0	38%	14	44%	13	41%
4a	17	3	59%	18	7	62%	17	53%	19	59%
5a	19	8	66%	16	2	55%	5	16%	5	16%
6a	15	4	52%	15	5	52%	22	69%	22	69%
7a	18	2	62%	15	2	52%	20	63%	22	69%
8a	14	3	48%	11	4	38%	5	16%	7	22%
9a	17	6	59%	17	3	59%	18	56%	17	53%
10a	19	9	66%	19	3	66%	17	53%	20	63%
11a	13	0	45%	15	0	52%	12	38%	14	44%
12a	14	0	48%	16	1	55%	10	31%	13	41%
13a	15	7	52%	14	2	48%	14	44%	14	44%
14a	5	1	17%	15	12	52%	0	0%	3	9%
15a	15	0	52%	17	0	59%	17	53%	16	50%
16a	12	3	41%	13	4	45%	5	16%	10	31%
17a	14	4	48%	16	2	55%	10	31%	12	38%
18a	16	6	55%	17	10	59%	18	56%	18	56%
19a	10	0	35%	14	4	48%	13	41%	14	44%
20a	16	1	55%	17	5	59%	2	4%	4	13%
21a	5	0	17%	15	0	52%	4	13%	6	19%
22a	12	2	41%	12	0	41%	5	16%	7	22%
23a	10	1	34%	13	1	45%	12	38%	14	44%
24a	8	1	28%	13	0	45%	8	25%	8	25%
25a	13	0	45%	14	1	48%	8	25%	11	34%
26a	14	7	48%	15	8	52%	21	66%	23	72%
27a	17	3	59%	18	1	62%	19	59%	22	69%
AV'AGE:	13.59	3.04		14.93	3		12.07		13.74	

Figure 6 – Results of Control Group (Part B)

Overall analysis of the group trends indicate improvement in all post-test scores, with the Intervention group having a greater increase, particularly in the Synonym and Paraphrasing Tasks. The data can be observed more clearly in *Figure 7*.

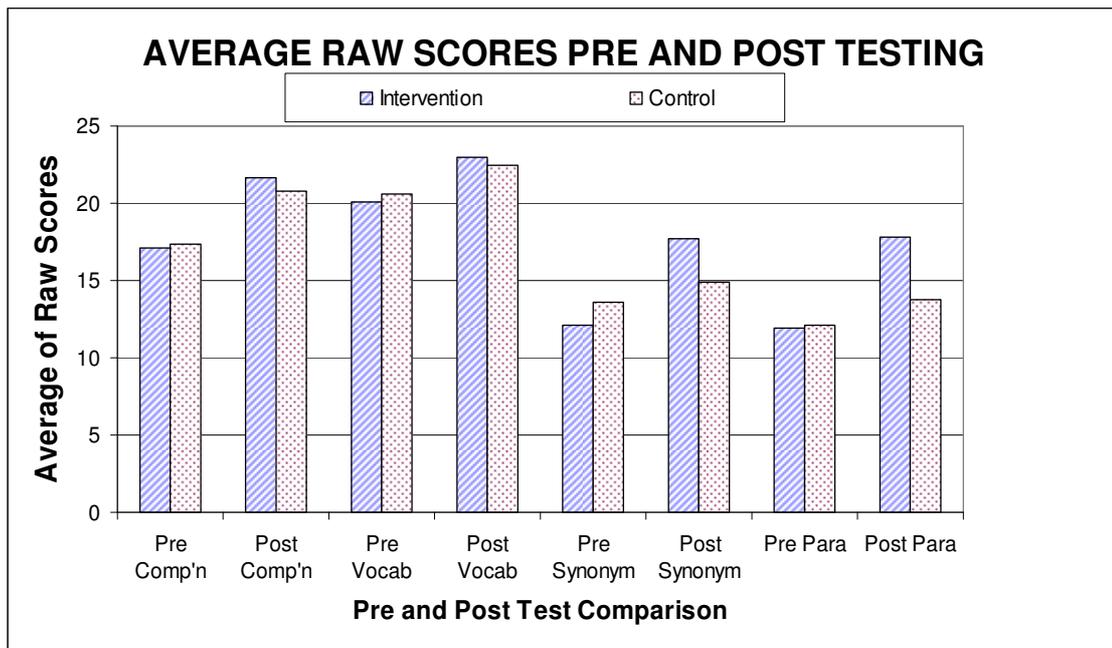


Figure 7 – Overall Average Raw Scores of Pre and Post Testing

The average comprehension scores improved in both the Intervention Group and Control Group; however the difference between the scores was greater for the Intervention Group. The Intervention Group average pre-test score was lower at 17.07 compared to the Control Group average pre-test score which was 17.33 and slightly higher. The Intervention Group post-test score was 21.67 compared to the Control Group which was 20.78. The increase in average for the Intervention group was 4.6 compared to 3.45 for the Control Group. It was interesting to note that the Intervention group scores were lower than the Control group scores in every pre-test, however the Intervention group scores had surpassed the Control group scores in every post-test (*Refer to Figure 7*).

In the comprehension test, Intervention group students 16 and 17 had the same score for both the pre and post test. Also student 20 received a raw score of '0' for the pre-test and had completed very few questions. In the Control group students 6a, 7a, 10a and 13a had a post-test score slightly lower than their pre-test score. Student 12a did not finish the pre or post-test. It is also worth noting that in the Intervention group students 6, 9, 15, 20 and 26 are decoding at a reading level less than Level 28. In the Control group students 14a, 16a and 17a are decoding at a reading level less than Level 28 (*Refer to Figure 3, 4, 5 & 6*).

In contrast the vocabulary scores did not show a significant difference in pre and post-test scores. The Intervention Group average was 20.07 compared to 20.59 for the Control Group. The Post-Test scores both showed improvement, with an Intervention Group average of 22.96 and Control Group average of 22.44. There is very little significant difference between the scores with the Intervention Group being 2.89 and the Control Group average 1.85 (*Refer to Figure 7*).

In the Intervention group student 1 and student 27 had a post-score lower than the pre-test score. Student 27 did not finish the post-test. Students 4, 9 and 16 had the same pre and post-test score. In the Control group students 3a, 9a, 10a, 12a, 18a and 29a had a post test score lower than their pre-test score. Students 20a and 24a had the same pre and post-test score. Student 21a did not finish the pre-test and student 12a did not complete the post-test (*Refer to Figure 3, 4, 5 & 6*)

The most significant and pleasing improvement in score averages were the Synonym and Paraphrasing results. The Intervention Group average pre-test score for the Synonym task was 12.07 compared to the pre-test average score for the Control Group of 13.59, which is slightly higher. The post-test average for the Intervention Group was 17.70 compared to the Control Group average of 14.93. The difference between the scores indicates a greater improvement, with the Intervention Group being 5.63 compared to the Control Group with a difference of 1.34 (*Refer to Figure 7*).

Only student 5 in the Intervention group had the same pre and post-test score, with all other students improving. In the Control group students 2a, 5a, 7a, 8a, and 13a had a lower post-test score compared to their pre-test score. Students 6a, 9a, 10a and 22a had the same pre and post-test score (*Refer to Figure 3, 4, 5 & 6*).

Interestingly, only 67% of the students in the Intervention group had written additional synonyms in the pre-test (with an average of 2 extra synonyms) compared to 100% of students writing additional synonyms in the post-test (with an average of 5.48 extra synonyms). The Control group had 67% of students write additional synonyms in the Pre-test (with an average of 3.04 extra synonyms) compared to 74% of students writing additional synonyms (with an average of 3 extra synonyms). These results show that the Intervention group not only improved their overall score, but were able to provide additional words for the synonyms that were correct (*Refer to Figure 3, 4, 5 & 6*).

The paraphrasing scores indicated a similar overall improvement. The Intervention Group average pre-test score was 11.89 compared to the Control Group average pre-test score of 12.07. The Intervention Group post score was 17.85 compared to the Control Group post-test average of 13.74. The difference between the scores was Intervention Group 5.96 compared to the 1.67 for the Control Group (*Refer to Figure 7*).

In the Intervention group all student scores improved except student 7, who had the same pre and post-test score. In the Control group, students 3a, 9a and 15a had a slightly lower post-test score and students 6a, 13a, 18a and 24a had a pre and post-test score that were the same (*Refer to Figure 3, 4, 5 & 6*).

Because the main purpose of the study was to assist the students who are categorized as ‘at risk’ and having difficulty with comprehension it is relevant to note the differences in the average scores of the pre and post-tests by breaking the students into three groups depending on their PAT R comprehension stanine – ‘below average’, ‘average’ and ‘above average’ which can be seen on *Figure 8 and Appendix 2*.

Stanine 1-3	‘Very Low/Low/Below average’
Stanine 4-6	‘Low average/Average/High average’
Stanine 7-9	‘Above average/High/Very high’

Figure 8 – The terminology for the PAT R comprehension stanine

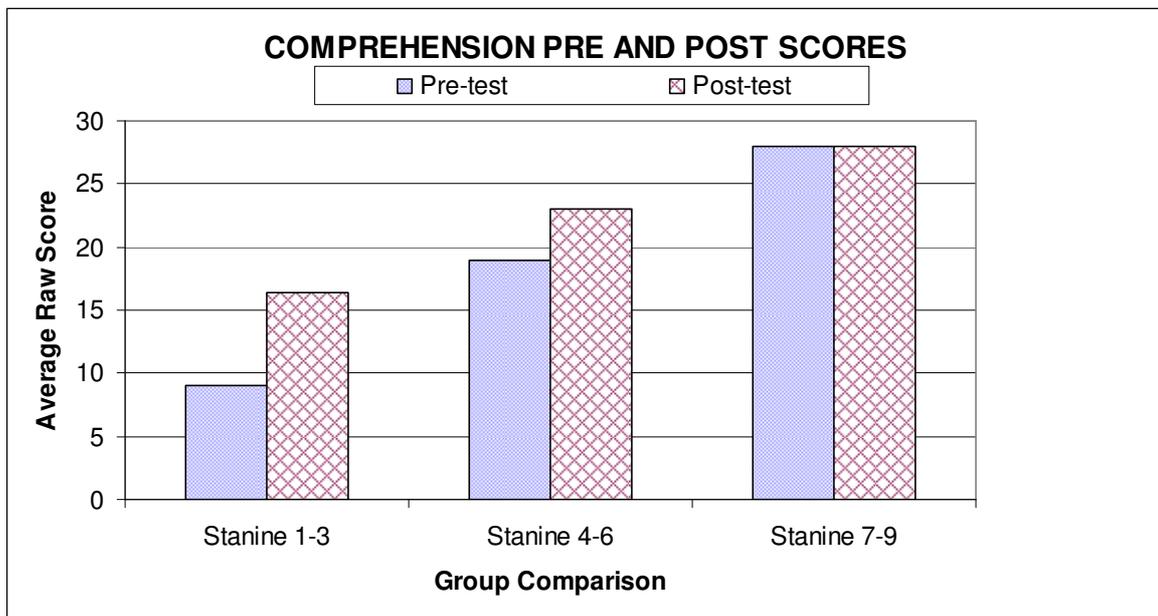


Figure 9 – Comparison of Intervention Group Comprehension Scores.

It is interesting to compare the results in *Figure 9 (Chart 1 – Appendix 3)*. The Intervention Group has been grouped according to the PAT R comprehension Stanine in the Pre-test (*Appendix 2*). In comparing the difference in the comprehension test average scores, the results show that the ‘below average’ group had the most significant overall improvement with a difference of 7.43 between their pre and post-test scores. The ‘average’ group made considerable improvement with a difference of 4.06, with the ‘above’ average groups scores remaining the same. It is also relevant to note that out of the five students who are decoding at a reading level less than Level 28 (students 6, 9, 15, 20 and 26); four of them had a stanine 3 or less. Student 9 had a stanine 4 (but at the lowest end) and the post-score only increased by 1 mark, so this student remained at stanine 4 (*Refer to Figure 3, 4, 5 & 6*).

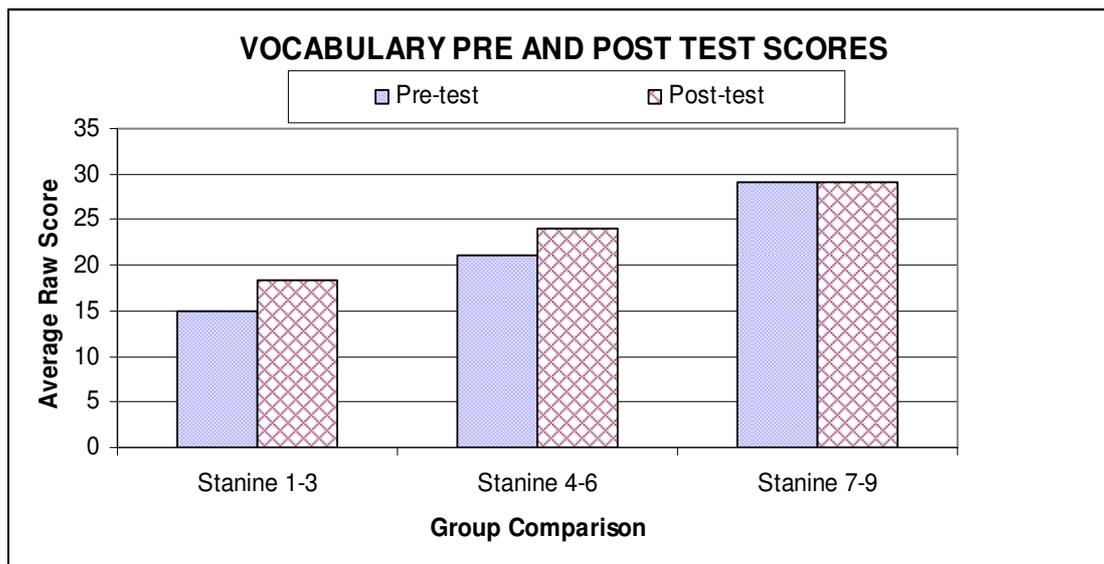


Figure 10 – Comparison of Intervention Group Vocabulary Scores.

Despite the fact that there wasn't much difference between the overall average pre-test and post test score of the Intervention Group (*Refer to Figure 7*), it is still clear that the 'below average' group had a slightly greater increase between the pre-test and post test average with a difference of 3.29, following by the 'average' group with a difference of 3.11 and no change in the 'above average' group (*Figure 10 & Chart 2 – Appendix 3*).

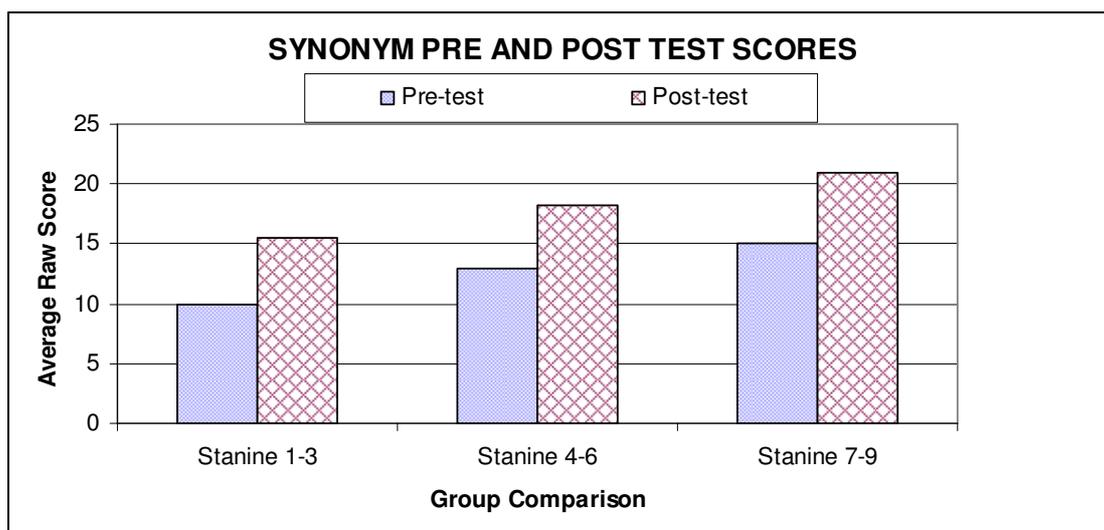


Figure 11 – Comparison of Intervention Group Synonym Scores.

The comparison between the Intervention group Synonym Pre-test and Post-test score averages (*Figure 11 & Chart 3 – Appendix 3*) shows an even greater improvement between the pre and post-test results. The ‘above average’ group demonstrating a slightly higher increase with a difference of 6, followed by the ‘below average’ group with a difference of 5.17 and closely followed by the ‘average group’ with a difference of 5.57.

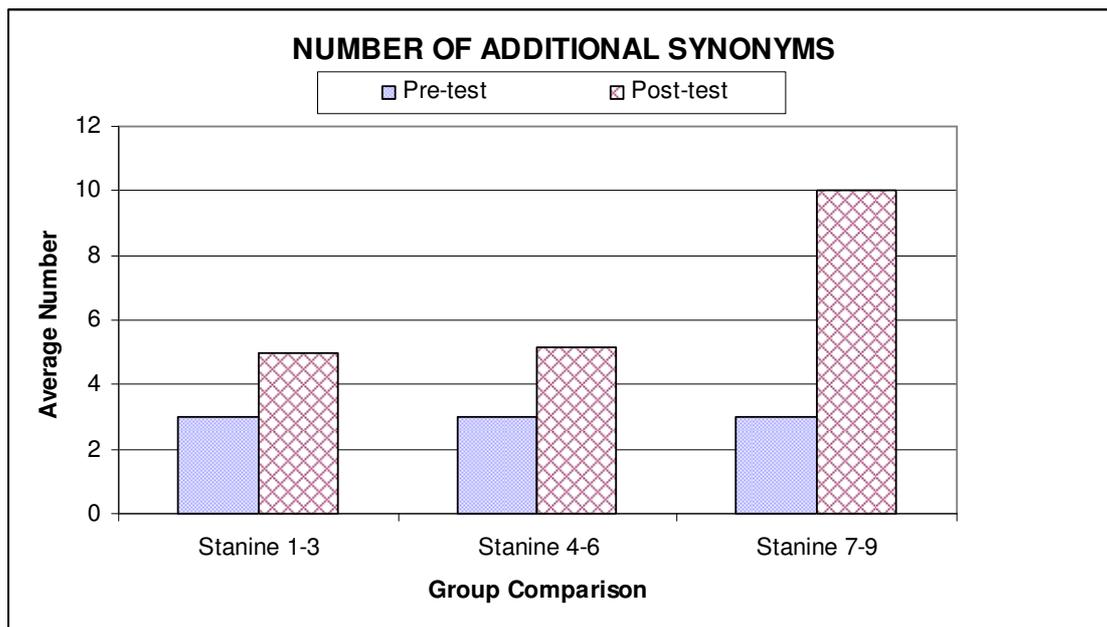


Figure 12 – Intervention Group – number of additional synonyms.

It is interesting to note that the Intervention ‘above average’ group had a higher number of additional synonyms in the post-test with a difference of 7, even though all three groups had the same average number of additional synonyms to begin with (*Figure 12 & Chart 4 – Appendix 3*). The ‘average’ group with a difference of 2.17 and ‘below average’ group with a difference of 2 demonstrated a similar improvement in the average number of additional synonyms.

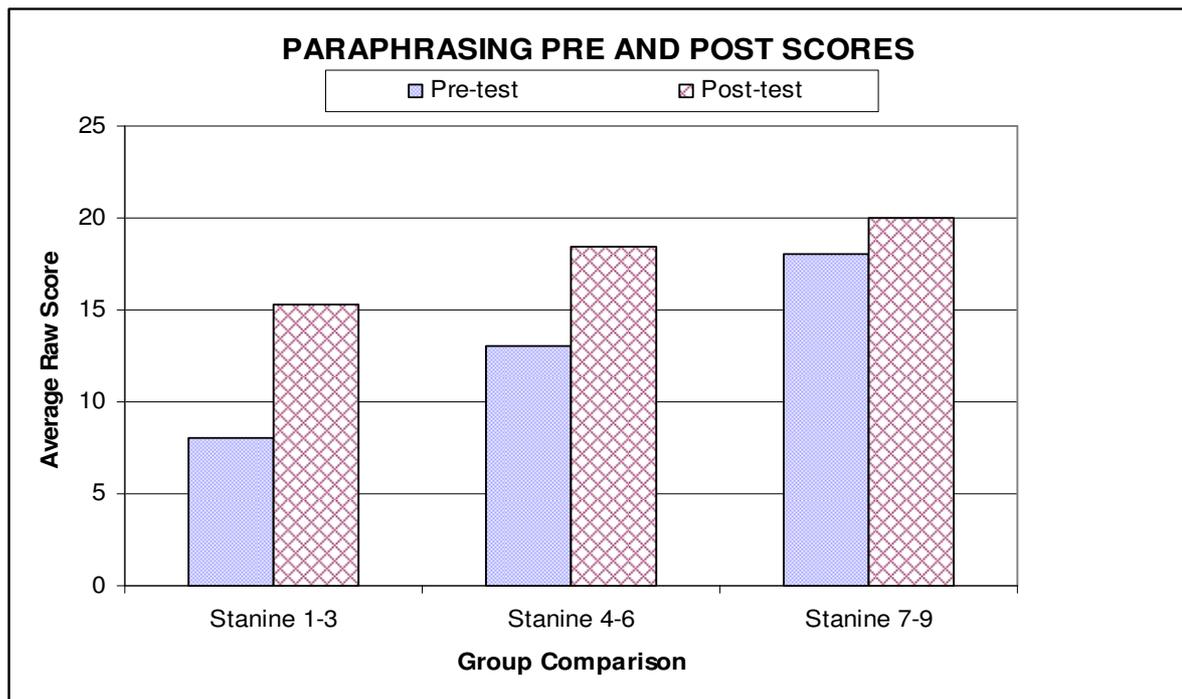


Figure 13 – Comparison of Intervention Group Paraphrasing Scores.

A similar trend to the comprehension and vocabulary scores is evident in the paraphrasing results where the Intervention ‘below average’ group with a difference of 7.29 has increased more significantly than the ‘average’ group with a difference of 5.41 and ‘above average’ group with a difference of 2, but with all groups improving overall (*Figure 13 & Chart 5 – Appendix 3*).

After reviewing all the results, it would be reasonable to say that the overall data appears to support the prediction that **explicitly teaching a whole 3/4 class paraphrasing will improve all students’ comprehension, whilst catering for the ‘at risk’ students within an authentic classroom setting.**

DISCUSSION:

Although the results indicate support for the hypothesis, the comprehension and vocabulary results (although positive) were not as remarkable as anticipated. Despite that, it was encouraging that the Intervention group results improved more than the Control group for all the administered tests. The overall trends of the Intervention group show positive results. In addition student and teacher feedback are encouraging. However, there are many factors that would have influenced the results of this study.

In the present study, the intervention consisted of ten paraphrasing sessions, and for significant change the intervention would need to be taught over a longer period of time and ideally be ongoing. In his study, Munro (2003) indicates that the long term intention is that students will be self sufficient and be able to apply the literacy strategies independently in a spontaneous and selective way. In addition, Hagaman and Reid (2008) found that they were unable to assess the long-term benefits of the paraphrasing strategy due to their study being of two weeks duration. It would be interesting to further explore and assess the long-term effects of this strategy on comprehension.

The students seemed to respond well to the use of the RAP acronym (Katims and Harris, 1997) and many students used this as a prompt for their self-evaluations (both oral and written). The present study used the RAP strategy with a short narrative. The intention was to use non-fiction as well, however due to time constraints, that text wasn't used during the sessions. The PAT R Comprehension Test consisted of both fiction and non-fiction texts, therefore the students may not have been as confident using paraphrasing with the non-fiction, or may not have transferred their skills from the fiction

to the non-fiction. Two studies (Katims and Harris, 1997 and Hagaman and Reid 2008) have explored the use of the RAP acronym with expository text, because it is generally more challenging to understand and comprehension of this genre is important due to the large amount of content reading required. (Williams, 2005 cited in Hagaman and Reid, 2008). To further explore the benefit of the paraphrasing strategy a range of texts would need to be included in the sessions over a longer period of time.

The students improved significantly in the synonym and paraphrasing task, however it is difficult to know exactly how much influence this had on their comprehension results. Given the nature of the comprehension test (multiple choice) it would have to be ascertained how many of those questions specifically tested the paraphrasing strategy. Hagaman and Reid (2008) found evidence to suggest that: measures other than multiple-choice questions, will give a more accurate view of a student's reading comprehension and that multiple measures may be the most beneficial way to identify improvement. It would also be interesting to find out to what extent the students transferred their knowledge of paraphrasing to complete the comprehension test. Indeed Munro (2003, p335) suggests that "possible studies may investigate the conditions under which students, after being taught to use each reading strategy separately, can learn to integrate them and then to self manage and direct their use".

Another factor is that some students didn't complete the tests. This was evident in the Intervention and Control group and in both the pre and post tests. The students may have been capable of more than they demonstrated on the particular test that they didn't complete. Some students had the same

pre and post-test results or lower post test results. This would have affected the overall averages. In addition, the students were completing the post-testing during the NAPLAN week and they indicated they were ‘a bit over’ tests at this time. Results may have been more significant if they had been administered during a different week. Also, some students were absent and had to be tested on a different day. It should also be noted that the pre-tests were administered two weeks before the school holidays, and although it was intended that the lessons would commence the following week, circumstances meant that the lessons began the first week of Term Two.

The Control group had also ‘naturally’ progressed in all the tests. This would be due to the fact that they were involved in their normal classroom literacy program, which would include learning other skills that improve comprehension. The teacher in the Control classroom is an experienced teacher who had been teaching the children to summarize. In addition, this teacher uses visualizing as a strategy – a skill which has been shown to improve reading comprehension (Munro 2003). There are many strategies involved in comprehending text and paraphrasing is only one of the skills that occur simultaneously during the process of reading. It is worth noting that in a particular study several strategies were taught simultaneously rather than in isolation to reflect current teaching practice (Munro 2003). The present study focused on one strategy – paraphrasing (with synonyms and vocabulary to a lesser degree), and although it is a powerful strategy, other strategies are also important for reading comprehension.

The teacher of the Intervention classroom is mature-aged and only new to teaching after a career change. This teacher doesn’t have the same amount

of experience and expertise as the teacher in the Control group. This teacher has benefited greatly by being involved in the paraphrasing lessons and is using the strategy in the classroom. It is also worth noting that the Intervention group was particularly noisy and easily distracted compared to the Control group (the ten paraphrasing lessons are currently being taught in this classroom).

Students also missed some of the sessions due to illness or holidays, or were moving in and out of the classroom during the sessions. For example, the lessons were taught after recess and students would occasionally return late from sick bay or after retrieving hats or windcheaters, and would miss the beginning of the session.

Hagaman and Reid (2008) state that comprehension strategies can be challenging to teach, particularly in a way that fosters student independence when applying them to real-life situations, and many teachers have not been taught how to effectively implement these strategies. This became evident during the present study. Currently, the same lessons are being taught for the third time and the lessons have been adapted and changed as necessary to improve the teaching of this strategy.

Another consideration is timetabling. Suitable times had to be negotiated to test and to teach the ten lessons. Occasionally these times changed due to school activities and events that occurred during the four weeks. 40 minutes was 'rushed', particularly since the lessons were taught immediately after recess. By the time the children returned from outside, had a drink and settled 5 minutes had passed. Time was a consideration as another

Intervention group followed straight after the lesson. It was difficult to achieve as much in a whole classroom setting that can be achieved with a small group in the same time frame. Lessons were modified to accommodate this. Results may have been different if the ten lessons were taught consecutively rather than when they could be timetabled.

Given that many students from the Intervention group in the 'below average' group attend/have attended Literacy Intervention for reading decoding, their reading ability would influence how much of the comprehension test they were able to decode confidently. Out of the seven students categorized in the 'below average' group, four of them are decoding at a reading level less than Level 28. The decoding sessions that these children attend would also improve their ability to read the text. It is interesting to note that in his study, Munro (2003) found that whilst the data indicated that all students improved in reading comprehension, it was the less able readers who made more significant gains in their reading comprehension, at all year levels across the school.

Alternatively, children who are competent readers and 'good' at comprehension may already have adequate paraphrasing skills, as well as other strategies, that assist with comprehension. It is also relevant that in the Intervention group there were only two children in the 'above average' group compared to a larger number in the 'below average' and 'average' group. Despite this, the results show that the 'above average' group improved significantly in the synonym task scores and the ability to write additional synonyms for correct responses.

Anecdotal notes and observations were not always reflected in the results – the improvement in paraphrasing and use of synonyms was significant during the sessions. The students were able to confidently paraphrase sentences and suggest synonyms. This was evident when they shared their paraphrased sentences with the class and the students responded positively to all sessions. Improvement was also noted by the Intervention group teacher in the students’ writing – (Information report genre and projects).

Although the results have not been used for the present study, the 5/6 students were able to confidently paraphrase by the end of the sessions. Comments from students and teachers have been encouraging and they can see the value of paraphrasing as a strategy. Fisk and Hurst (2003) found that paraphrasing for comprehension may not need to be used every time when reading, however it’s a powerful tool to add to classroom teaching which aims to improve students’ comprehension.

In contrast to this, the results indicate that the students had the most difficulty with vocabulary. At the beginning of each session unfamiliar words or phrases were highlighted (or selected by students). For example, in one session the word was ‘register’. In this particular sentence it meant ‘roll-call’. The students needed assistance to use information in the text to understand what the word meant in this context. In another example, the word ‘dinner’ was used instead of ‘lunch’. Many of the students thought it meant ‘tea’ time, but when we discussed the fact that the students were at school, they realized that it would be lunch, however some students were still asking if they could use the word ‘tea’ or ‘supper’ when paraphrasing the sentence.

Implications for teaching practice:

The present study will influence how the Literacy Intervention sessions will operate in the future. Students appeared to benefit from learning paraphrasing in the classroom setting. This not only assists the students who are 'at risk' or have 'below average' stanines, but also seems to benefit all students. It would be valuable to assist the students who are not 'low' enough to qualify for Literacy Intervention withdrawal, but would benefit from these strategies (as well as other skills) to assist with reading comprehension.

Both the 3/4 and 5/6 classes appeared to benefit from the sessions, but my observations indicated that this is especially valuable to the 5/6 students. Some 5/6 students become more self conscious about withdrawal from the classroom, whereas the 3/4 students don't seem to mind. Also, the 5/6 students are often out of the classroom for various activities or responsibilities and it is easier to come to their classroom for a regular lesson than to try to remove students who are often elsewhere and understandably, don't want to miss out on the activity.

The professional learning that the present study provided was well received by the teachers involved. They have commented on the success of the lessons and how the language is being used in the classroom and how they refer back to paraphrasing during their current teaching. The other teachers in the 3-6 area are keen for the paraphrasing skill to be taught in their classrooms later this year.

In the future, the aim is for comprehension strategies to be taught in each of the 3/4 and 5/6 classrooms, on a rotational basis, as well as withdrawing small groups of children for decoding skills or other more specific literacy needs. Other main foci will be vocabulary and using a variety of fiction and non-fiction texts – which will enable students to revise and extend their knowledge.

Direction for future research:

There are a number of considerations that would need to be addressed if the study was to be repeated or further investigated. One such implication is the choice of comprehension test. In the present study the PAT R test was selected as the data is used for our LAP project. It is also a similar format to the NAPLAN test and enables the grade 3 students to become familiar with a multiple choice test. However, as discussed, it may not have been the most appropriate choice for this study. A Torch test or a variety of tests may have provided different results.

The length of the lessons and the time frame would need to be addressed. This may depend on the age and the ability of students. It would be interesting to study and assess the long term affect of the paraphrasing strategy. Another post-test could be conducted in a month's time or at the end of the term, or the NAPLAN or LAP data could be used to note any significant improvement in reading comprehension. It would be valuable to assess whether students have the ability to self manage and independently apply the paraphrasing strategy.

Text choice would be another consideration. In a further study a different genre could be used, or a variety of text types during the lessons. Also the readability of the text must be considered, depending on the ability and age of the students. A multiple choice activity could be used to assist the students in applying the paraphrasing skill to this type of activity if the PAT R test was used.

It would be interesting to compare the results of a withdrawal group to the results of an 'at risk' group within a whole class setting. Or compare which grade level this strategy is the most effective with, or whether it is beneficial at all levels and needs to be implemented throughout the entire school.

It would also be interesting to assess whether the paraphrasing strategy is more successful when taught as part of a range of strategies to assist comprehension, or as a stand-alone strategy. Another possibility would be to further investigate the RAP strategy and compare a group using the acronym to a group who did not use the acronym.

Overall, the trends show positive results and indicate support for the hypothesis. My observations, as well as student and teacher feedback, are encouraging and would indicate that the explicit teaching of paraphrasing assists with reading comprehension in a classroom setting.

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APPENDICES:

Appendix 1 – Lesson Plans: Paraphrasing

Week 1	Lesson 1	(40 minutes)
<p><u>Introduce strategy:</u> <i>Today we are going to learn something that will help you remember what you have read. It is called paraphrasing.</i></p> <p><u>Shared Reading:</u> Introduce and read text (photocopied and enlarged): <u>‘A Sudden Puff of Glittering Smoke’</u> <i>Look at the first sentence. I will read it and I want you to read it to yourself with me. Then I will try saying it another way. Then I will ask you to try. You try to change as many words as you can without changing the meaning.</i></p> <p>Example 1. Read twice: ‘Jeanie <u>sat</u> at her <u>desk</u>, <u>twisting</u> the ring on her finger <u>round and round</u>’</p> <p>Model paraphrasing: ‘Jeanie <u>was on her chair</u> at her desk, <u>turning</u> the ring on her finger in <u>constant circles</u>’</p> <p>Example 2. Read twice: ‘The ring <u>was</u> <u>bothering</u> her <u>terribly</u>. It was so <u>tight</u> she <u>couldn’t</u> <u>get it off</u>’</p> <p>Vocabulary – bothering, terribly</p> <p>Model paraphrasing: ‘The ring <u>kept annoying</u> her <u>horribly</u>. It was <u>firmly</u> on her finger and she <u>wasn’t</u> able to <u>remove it</u>’</p> <p>Review strategy: <i>Let us look at what we did here. We read each sentence and then said it in other ways. See how it helped you to understand what the text said. Do you have any questions?</i> <i>What do you tell yourself to do when you paraphrase?</i></p> <ol style="list-style-type: none">1. Read the text2. Ask – What is the main idea? What words can I change? (BUT keep the meaning the same)3. Put in your own words <p><i>Let’s do this together with next sentence...</i></p> <p>Read twice: ‘She’d <u>only found it a couple of hours</u> <u>before</u>, <u>glinting so brightly</u> in the gutter she was <u>astonished no one else</u> <u>had noticed</u> it’</p> <p>Group Activity: Ask each small group of students to take an envelope with various synonyms that could be used to replace the underlined words in the sentence – quickly sort them into synonyms that could be used to replace the underlined words. Students return and share their synonyms and students orally practice paraphrasing, using these alternative words. <i>Now let’s discuss what steps you used to paraphrase – review the three steps (RAP).</i></p> <p><u>Reflection:</u> <i>Now I would like you to tell me what you know about paraphrasing. What steps would you need to follow to paraphrase a text?</i> Students fill in their ‘Self Reflection’ sheet.</p>		

Week 1	Lesson 2	(40 minutes)
<p><u>Review strategy:</u> <i>Today we're going to continue working on paraphrasing. What do you know about paraphrasing? What steps would you need to follow to paraphrase a text?</i></p> <p><u>Shared Reading:</u> From <u>'A Sudden Puff of Glittering Smoke'</u> Revise the story, the first two paraphrased sentences and paraphrasing.</p> <p>Example 1. Read twice: 'She'd <u>picked it up</u> and <u>looked around</u>, <u>wondering what to do</u>' <i>What is the second thing we need to do? What is the third thing we need to do?</i></p> <p>Vocabulary – wondering</p> <p>Model paraphrasing: 'She'd <u>plucked</u> it up and <u>checked the area, considering</u> what <u>her options were</u>'</p> <p>Review strategy: <i>What do you tell yourself to do when you paraphrase? (RAP)</i></p> <p>Read twice: '<u>Then, when</u> the school bell <u>rang</u>, she'd <u>pushed</u> it <u>hastily</u> onto a finger and <u>run</u> the <u>last few yards</u> into the <u>playground</u>'</p> <p>Introduce the 'Synonym Starter'</p> <p>Group Activity: Ask each small group of students to suggest synonyms – quickly think and list as many words for the selected (underlined) words on the text. Use the 'Synonym Starter' sheet to quickly record at least one synonym for each underlined word. Students return and share their synonyms and orally practice paraphrasing, using these words. (½ group – red, ½ group purple, blue if time)</p> <p>Review strategy: <i>Now let's discuss what steps you used to paraphrase (RAP)</i></p> <p>Reflection: On the 'Self Reflection' sheet, students record the 3 steps they would need to follow to paraphrase a text (in their own words) - discuss.</p>		

Week 1	Lesson 3	(40 minutes)
<p><u>Review strategy:</u> Revise the story, paraphrased sentences and paraphrasing strategy. From <u>'A Sudden Puff of Glittering Smoke'</u></p> <p>Read twice: 'But in her <u>hurry</u> she had <u>shoved</u> it on the <u>wrong</u> finger. Now she'd been <u>struggling</u> with it all <u>through register</u>'.</p> <p>Vocabulary – register</p> <p>Model Paraphrasing – 'But in her <u>rush</u> she had <u>pushed</u> it on the <u>incorrect</u> finger. Now she'd been <u>having difficulty</u> with it <u>during roll-call</u>'.</p> <p>Review strategy: <i>What do you tell yourself to do when you paraphrase? (RAP)</i></p> <p>Group Activity: Each small group uses their Synonym Starter to generate synonyms for the underlined words they have selected. Students then use these synonyms to write their paraphrased sentence. Each group reads out their sentence.</p> <p>Review strategy: <i>Now let's discuss what steps you used to paraphrase (RAP)</i> Orally practice paraphrasing, using these words.</p> <p>Reflection: On the 'Self Reflection' sheet, students record the 3 steps they would need to follow to paraphrase a text (in their own words) - discuss.</p>		

Week 2	Lesson 4	(40 minutes)
<p>Revise the story, paraphrased sentences and paraphrasing strategy. From <u>'A Sudden Puff of Glittering Smoke'</u> <i>Have this text displayed on the Interactive Whiteboard: (or large copy/data projector)</i> Read twice: "Call out your name if you are <u>having</u> a school <u>dinner</u> today" <u>ordered</u> Mr Piper. "David", "Asha", "William", "Jeanie" <u>Vocabulary</u> – dinner Have students highlight words using the Interactive Whiteboard. Model Paraphrasing – "<u>Shout</u> your name if you are <u>eating</u> a school <u>lunch</u> today" <u>demanding</u> Mr Piper. "David", "Asha", "William", "Jeanie" Review strategy: <i>What do you tell yourself to do when you paraphrase?</i> Group Activity: Each small group uses their Synonym Starter and to generate words and then uses these words to paraphrase the sentence. Share their sentences. Record: Teacher records the synonyms on the split screen of the Interactive Whiteboard by typing the suggested synonyms. Review strategy: <i>Now let's discuss what steps you used to paraphrase (RAP)</i> Orally practice paraphrasing, using these words. Reflection: On the 'Self Reflection' sheet, students record the 3 steps they would need to follow to paraphrase a text (in their own words) - discuss.</p>		

Week 2	Lesson 5	(40 minutes)
<p>Revise the story, paraphrased sentences and paraphrasing strategy. From <u>'A Sudden Puff of Glittering Smoke'</u> <i>Have this text displayed on the Interactive Whiteboard: (or large copy/data projector)</i> Read twice: 'As she <u>called</u> out her name, she couldn't <u>help</u> giving the ring <u>another little twist</u>'. <u>Vocabulary</u> – resist Have students highlight words using the Interactive Whiteboard. Model Paraphrasing – '<u>At the same time</u> she <u>yelled</u> out her <u>title</u>, she couldn't <u>resist</u> giving the ring <u>one more tiny turn</u>.' Review strategy: <i>What do you tell yourself to do when you paraphrase?</i> Group Activity: Each small group uses their Synonym Starter and to generate words and then uses these words to paraphrase the sentence. Share their sentences. Record: Teacher records the synonyms on the split screen of the Interactive Whiteboard by typing the suggested synonyms. Review strategy: <i>Now let's discuss what steps you used to paraphrase (RAP)</i> Orally practice paraphrasing, using these words. Reflection: On the 'Self Reflection' sheet, students record the 3 steps they would need to follow to paraphrase a text (in their own words) - discuss.</p>		

Week 2	Lesson 6	(40 minutes)
<p>Revise the story, paraphrased sentences and paraphrasing strategy. From <u>'A Sudden Puff of Glittering Smoke'</u> <i>Have this text displayed on the Interactive Whiteboard: (or large copy/data projector)</i> Read twice: 'There was a <u>sudden</u> puff of <u>glittering smoke</u>, and the ring was <u>spinning</u> on the desk <u>in front of her</u>'.</p> <p><u>Vocabulary</u> – glittering, drew, smartly, wonder Have students highlight words using the Interactive Whiteboard.</p> <p>Model Paraphrasing – 'There was <u>an immediate cloud</u> of <u>sparkling gas</u>, and the ring was <u>turning</u> on the desk <u>where she could see it</u>' 'Jeanie drew her hand away smartly, and stared in wonder.' (the bold sentence students paraphrase)</p> <p>Review strategy: <i>What do you tell yourself to do when you paraphrase?</i></p> <p>Group Activity: Each small group uses their Synonym Starter and to generate words and then uses these words to paraphrase the sentence. Share their sentences. Record: Teacher records the synonyms on the split screen of the Interactive Whiteboard by typing the suggested synonyms.</p> <p>Review strategy: <i>Now let's discuss what steps you used to paraphrase (RAP)</i> Orally practice paraphrasing, using these words.</p> <p><u>Reflection:</u> On the 'Self Reflection' sheet, students record the 3 steps they would need to follow to paraphrase a text (in their own words) - discuss.</p>		

Week 3	Lesson 7	(40 minutes)
<p>Revise the story, paraphrased sentences and paraphrasing strategy. From <u>'A Sudden Puff of Glittering Smoke'</u> <i>Have this text displayed on the Interactive Whiteboard: (or large copy/data projector)</i> Read twice: 'Before her eyes, the smoke turned to a column of glistening fog, then formed a spinning ball, then took – slowly, slowly – a strange and ancient shape'.</p> <p><u>Vocabulary</u> – column, glistening, strange, ancient Model Paraphrasing – Have students highlight words using the Interactive Whiteboard. Ask students to paraphrase the sentence</p> <p>Review strategy: <i>What do you tell yourself to do when you paraphrase?</i></p> <p>Group Activity: Each small group uses their Synonym Starter and to generate words and then uses these words to paraphrase the sentence. Share their sentences. Record: Teacher records the synonyms on the split screen of the Interactive Whiteboard by typing the suggested synonyms.</p> <p>Review strategy: <i>Now let's discuss what steps you used to paraphrase (RAP)</i> Orally practice paraphrasing, using these words.</p> <p><u>Reflection:</u> On the 'Self Reflection' sheet, students record the 3 steps they would need to follow to paraphrase a text (in their own words) - discuss.</p>		

Week 3	Lesson 8	(40 minutes)
<p>Revise the story, paraphrased sentences and paraphrasing strategy. From <u>'A Sudden Puff of Glittering Smoke'</u> <i>Have this text displayed on the Interactive Whiteboard: (or large copy/data projector)</i> Read twice: 'It was a genie. No doubt about it. He was no taller than her pencil and mist still curled around him; but he looked like every genie she had ever seen in books.' <u>Vocabulary</u> – column, glistening, strange, ancient Have students highlight words using the Interactive Whiteboard. Ask students to paraphrase the sentence Review strategy: <i>What do you tell yourself to do when you paraphrase?</i> <u>Individual Activity:</u> Students independently paraphrase the sentence. Share their sentences. Record: Teacher records the synonyms on the split screen of the Interactive Whiteboard by typing the suggested synonyms. Review strategy: <i>Now let's discuss what steps you used to paraphrase (RAP)</i> Orally practice paraphrasing, using these words. <u>Reflection:</u> On the 'Self Reflection' sheet, students record the 3 steps they would need to follow to paraphrase a text (in their own words) - discuss.</p>		

Week 3	Lesson 9	(40 minutes)
<p>Revise the story, paraphrased sentences and paraphrasing strategy. From <u>'A Sudden Puff of Glittering Smoke'</u> <i>Have this text displayed on the Interactive Whiteboard: (or large copy/data projector)</i> Read twice: '...a little fat in the belly, with a silk bodice and billowing pantaloons that looked for all the world as if they had been woven from silver shifting mists.' <u>Vocabulary</u> – bodice, billowing, pantaloons, woven, shifting Have students highlight words using the Interactive Whiteboard. Ask students to paraphrase the sentence Review strategy: <i>What do you tell yourself to do when you paraphrase?</i> <u>Individual Activity:</u> Students independently paraphrase the sentence. Share their sentences. Record: Teacher records the synonyms on the split screen of the Interactive Whiteboard by typing the suggested synonyms. Review strategy: <i>Now let's discuss what steps you used to paraphrase (RAP)</i> Orally practice paraphrasing, using these words. <u>Reflection:</u> On the 'Self Reflection' sheet, students record the 3 steps they would need to follow to paraphrase a text (in their own words) - discuss.</p>		

Week 4	Lesson 10	(40 minutes)
<p>Revise the story, paraphrased sentences and paraphrasing strategy. From <u>'A Sudden Puff of Glittering Smoke'</u> <i>Have this text displayed on the Interactive Whiteboard: (or large copy/data projector)</i> Read twice: 'Tiny stars winked all over them, and they were held up by a belt of pure gold. On his feet were the tiniest curly slippers, with pointed ends. Folding his arms, the genie bowed low. "Greetings," he said. <u>Vocabulary</u> – winked Have students highlight words using the Interactive Whiteboard. Ask students to paraphrase the sentence Review strategy: <i>What do you tell yourself to do when you paraphrase?</i> <u>Individual Activity:</u> Students independently paraphrase the sentence. Share their sentences. Record: Teacher records the synonyms on the split screen of the Interactive Whiteboard by typing the suggested synonyms. Review strategy: <i>Now let's discuss what steps you used to paraphrase (RAP)</i> Orally practice paraphrasing, using these words. <u>Reflection:</u> On the 'Self Reflection' sheet, students record the 3 steps they would need to follow to paraphrase a text (in their own words) - discuss.</p>		

Lesson 1 - List of Synonyms:

'She'd only found it a couple of hours before,
glinting so brightly in the gutter she was astonished
no one else had noticed it'

just
discovered
2 hours
ago
sparkling
dazzlingly
amazed
only she
had seen
recently
seen
120 minutes
previously
shining

brilliantly
surprised
she was the one who
had found
now
noticed
two clock strikes
earlier
glittering
radiantly
astounded
she alone
had discovered

Name _____

Synonym Starter

Word	Synonym	Synonym	Synonym

Word	Synonym	Synonym	Synonym

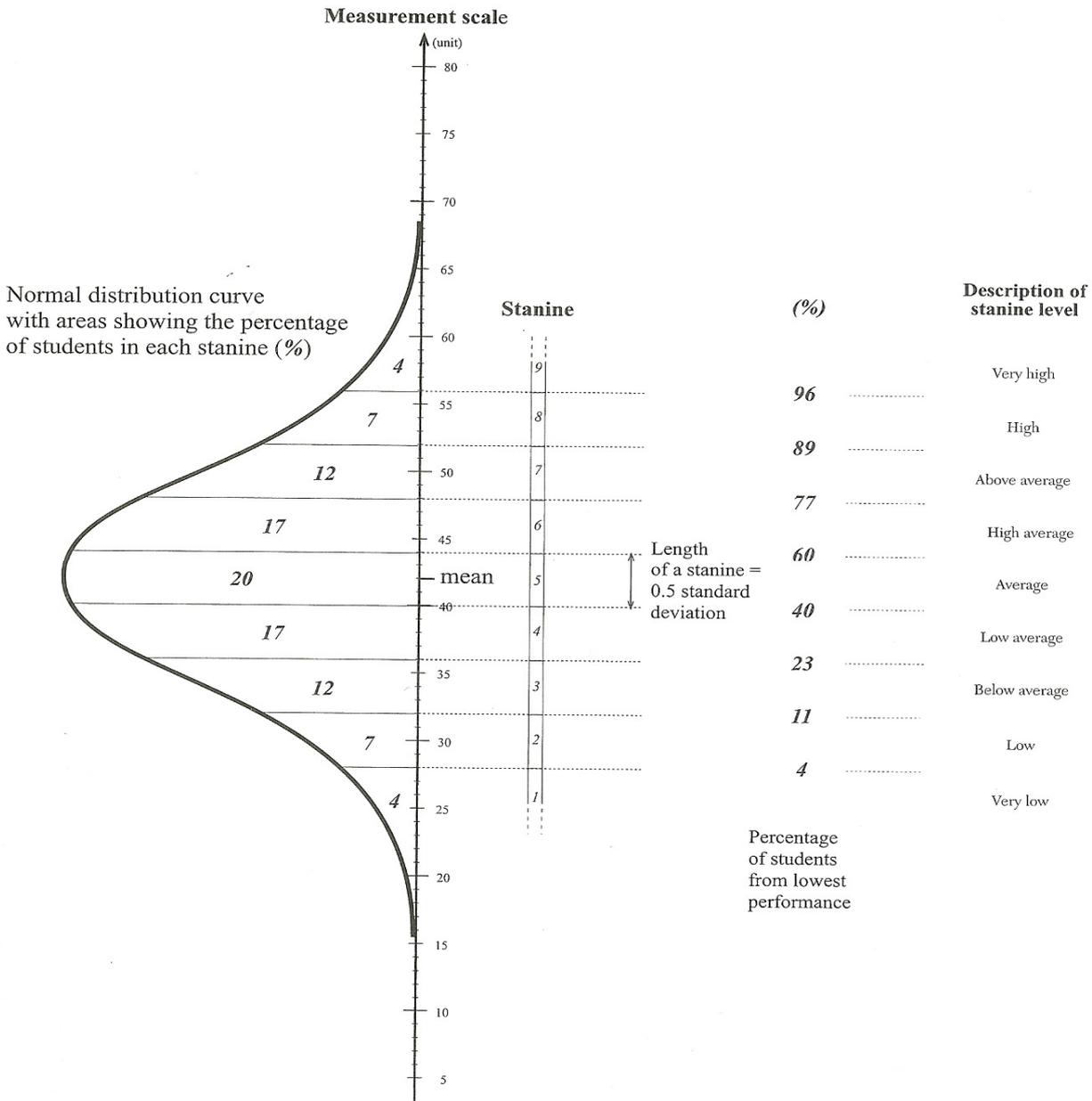
Name _____ Grade _____

Paraphrasing - Self Reflection

<i>What do I know about paraphrasing? (synonyms)</i>	
<i>What steps would you need to follow to paraphrase a text?</i>	
<i>STEP 1</i>	
<i>STEP 2</i>	
<i>STEP 3</i>	

Appendix 2

Percentiles and stanines of the normal curve on a Rasch measurement scale



Appendix 3

	Pre-test Average	Post-test Average	Difference
Stanine 1-3 'Very Low/Low/Below average'	9	16.43	7.43
Stanine 4-6 'Low average/Average/High average'	19	23.06	4.06
Stanine 7-9 'Above average/High/Very high'	28	28	0

CHART 1 –

Comparison of Intervention Group Comprehension Score Averages.

(Groups based on Comprehension Groups)	Pre-test Average	Post-test Average	Difference
Stanine 1-3 'Very Low/Low/Below average'	15	18.29	3.29
Stanine 4-6 'Low average/Average/High average'	21	24.11	3.11
Stanine 7-9 'Above average/High/Very high'	29	29	0

CHART 2 –

Comparison of Intervention Group Vocabulary Score Averages.

(Groups based on Comprehension Groups)	Pre-test Average	Post-test Average	Difference
Stanine 1-3 'Very Low/Low/Below average'	10	15.57	5.57
Stanine 4-6 'Low average/Average/High average'	13	18.17	5.17
Stanine 7-9 'Above average/High/Very high'	15	21	6

CHART 3 –

Comparison of Intervention Group Synonym Score Averages.

(Groups based on Comprehension Groups)	Pre-test Average	Post-test Average	Difference
Stanine 1-3 'Very Low/Low/Below average'	3	5	2
Stanine 4-6 'Low average/Average/High average'	3	5.17	2.17
Stanine 7-9 'Above average/High/Very high'	3	10	7

CHART 4 –

Comparison of Intervention Group – number of additional synonyms.

(Groups based on Comprehension Groups)	Pre-test Average	Post-test Average	Difference
Stanine 1-3 ‘Very Low/Low/Below average’	8	15.29	7.29
Stanine 4-6 ‘Low average/Average/High average’	13	18.41	5.41
Stanine 7-9 ‘Above average/High/Very high’	18	20	2

CHART 5 –

Comparison of Intervention Group Paraphrasing Score Averages.