

Explicitly teaching the instructional strategy of paraphrasing to Year One and Two students will improve Comprehension and Self Efficacy

## Abstract

Children with reading difficulties can develop a reduced opinion of themselves as readers. This research was designed to look at the effect explicit teaching of the instructional strategy paraphrasing has on comprehension as well as self efficacy.

Eight year one and eight two students were targeted in a two week, [ten lesson] program. Tools were used to enhance their belief of themselves as successful readers through the explicit instruction of paraphrasing. This strategy teaches the students to restate what is being read in their own words whilst retaining the author's meaning.

Through analysis of pre and post testing it was shown that overall this intervention improved comprehension levels as well as developing children's self management strategies and credence.

Teachers can provide praise and feedback to students by encouraging them to positive self talk as successful and confident readers. As the children develop this positive self talk they name the strategy they use and reflect on the process. Through this positive self scripts the reader becomes an independent learner increasing their skills and learning additional strategies.

## Introduction

It is commonly said that we are in a century of choice, problem solving and learning. And if young people are lacking the personal resources to thrive in such a context, then it is the job of education to strengthen their ability to be *good* choosers, *skilful* problem-solvers and *powerful* learners (Claxton, 2006). Therefore it is imperative for students to have a supportive foundation with positive learning experiences where they acquire success. It requires a self-concept that has not been affected by the pernicious idea that "Being confused and making mistakes means you are stupid " (Claxton, 2006) As Westwood 2001 believes that without a successful entry into the world of reading where the child feels confident and motivated, this could lead to a feeling of failure and frustration.

Reading is a multifaceted procedure As Parker, Hasbrouk & Denton, 2002 cites it is a complex process. Explicit teaching of reading strategies allows the child to comprehend a variety of texts. The instructional strategy of paraphrasing gives students the opportunity to learn and link new concepts, often in unfamiliar relationships and to talk about new ideas. (Munro, 2006) It is the reciprocal action between the text being read and the students existing information and outlook that will originate meaning and comprehension.

There are many reasons why some children experience reading difficulties. Strategy instruction must be introduced to students [Casteel, Isom and Jordan, 2000] who experience comprehension difficulties to support them in becoming strategic and proficient readers. Readers that have a poor comprehension of text often exhibit low self-efficacy. There has been many studies looking at the effect paraphrasing has on comprehension and the correlation with self-efficacy. Schunk and Rice, 1991 conducted a study on fifth graders with learning difficulties. These students were asked to recognize the main ideas in a text. The study concluded that strategy instruction improved children's self-efficacy for comprehension. According to Bandura, [1997] student's that possess greater self-efficacy are more likely to choose challenging

tasks, apply more effort and persist when they come across any difficulties.

A model of reading known as the "Multiple Levels of Text Processing" [MLOPT; Munro, 2006] describes the areas of text processing through the lens of a model of reading. This model is designed to dissect the levels of reading for the teacher to use in a variety of contexts. The teacher can assess a student's behaviour in reading as well as pinpointing the area of difficulty the student may be having. By employing this model teachers are able to focus on learning strategies for reading comprehension. Paraphrasing is found at the sentence level within this model and that students would then progress from sentence level to the paragraph. The metacognitive aspect of the model also aids the teacher in describing the readers self-management and control strategies used in understanding the text.

There are many strategies that can be employed in developing children's comprehension. Not all children that have poor comprehension skills also have specific learning difficulties. All of these children may be identified as 'at risk' in the area of literacy. Explicitly teaching these children comprehension strategies is an important focus for all educators. It is vitally important according to Snowball [2006] that educators instruct student's strategies of comprehension across the curriculum. She believes that with the use of these strategies students' motivation will increase and will connect within a variety of texts.

Fisk and Hurst, 2003, found that paraphrasing for comprehension was an outstanding tool for reinforcing reading skills such as identifying the main idea and the author's voice. The Munro paraphrasing strategy [2006] in which involves readers retelling a sentence in their own words was utilised in this study. Students substitute as many words and phrases in a sentence as they are able to. They can then retell the sentence with peers. An important aspect of this strategy is the metacognitive level, where the student understands the purpose. This approach according to Munro [2006], involves working on one sentence at a time in terms of its literal meaning. Explicitly teaching students to stop after they have read one or two sentences and reflect on what they have read will improve younger students ability to comprehend text.

Deshler and Schumaker, 1986 studied this approach and stated that this strategy included both cognitive and behavioural that guided student performance. Students need to grasp what comprehension does and be able to construct meaning as well as applying this process in reading.

Connections have been made between the use of instructional strategies for comprehension and self-efficacy. McCabe and Margolis, 2001 in their findings state that self-efficacy is ones personal belief about their ability to succeed at a particular task. Wigfield, Gunthrie, Tonks and Perencevich, 2004 refer to individuals' assessments of how well they can accomplish and perform a reading task, including any feedback and encouragement. A belief in a student with low self-efficacy is one that they are poor readers. In order to increase this self-efficacy belief the role of the teacher is to discuss with the student about strategies they can utilise to derive meaning from text. A self-questioning model should be reinforced. As the student discusses and verbalises their reading strategies and processes the teacher supports them in their learning. This self-talk develops an independent learner and self-efficacy is being encouraged.

This present investigation aims to extend research by examining the explicit teaching of paraphrasing to year One and Two students and its effect on self-efficacy.

## Method

### Design

This investigation utilizes a cox design model in which comprehension achievement and the progress in self-efficacy is calculated. The students were categorized in two groups within the classroom with eight students in each ranging in various abilities. A pre and post test arrangement for comprehension was delivered. The explicit teaching strategy of paraphrasing was employed over a series of 10 lessons to the experimental cohort within the classroom.

The monitoring of self-efficacy used a three-phase design. Pre-instructional reading self-concept profile, ongoing reading concept profile and a post instructional profile. Both aspects were monitored throughout.

### Participants

Sixteen students (8 year twos and 8 year ones) were selected from a school in the western suburbs of Melbourne. The students' range in age between 6 years and 3 months (76 months) and 7 years and 7 months (93 months). There is an even distribution of both genders with the mean age score of 6 years and 9 months (83 months). Each participant was tested for comprehension levels using the Reading Progress Test. These students selected for this study displayed at or above the 25 percentile, had a profile of low comprehension skills prior to the partaking in this analysis. Ongoing teacher monitoring and assessment tools and records, together with the use of anecdotally accounts supported the outline of the student history. Both groups (Experimental and Control) were coordinated for independent variables; age, reading comprehension and self-efficacy.

## Materials

The resources used in this analysis study:

### Comprehension Materials

#### Reading Progress Test

The Reading Progress Tests provide a standardised Literacy Baseline and six reading comprehension tests for Years 1 to 6.

The Reading Progress Test Stage One was used for this intervention for children years 5-8.

It consists of a Literacy Baseline test for use early in Year 1, and two comprehension tests for use towards the end of Year 1 and in Year 2.

#### Comprehension Strategies

Children were required to reflect on the tactic that they had used to help them understand a text at sentence level. The students responses were recorded and coded according to the strategy they used.

Percentages were calculated and represented in table form.

### Paraphrasing Materials

John Munro (2005) Comprehension Paraphrasing Strategy

Paraphrasing Lesson Plans:

Teaching a Paraphrasing Strategy, 2006

Adapted from John Munro, 2006 [Appendix 1]

## Procedure

### Pre-Instructional Phase:

Each student in Years 1 and 2 were administered the Reading Progress Comprehension Test and the Self Efficacy tests as mentioned below. The results from both measures were used to choose the relationship between the student's levels of self-efficacy and comprehension. The tasks were administered to one group at a time. They were dispensed by the teacher orally and individually to the students. The students verbally paraphrased and the teacher recorded their response. The Reading Progress Tests were administered to the children during the reading workshop in the classroom.

### Instructional Phase

#### Instructional Strategy Procedure: Paraphrasing

Within the classroom setting, the control group worked on the comprehension strategy of visualisation This group was from another classroom.

The experimental group of eight students were exposed to 10 lessons of 30-40 minute periods. The structure of each session was faithful to that of Teaching a Paraphrasing Strategy, Munro 2006 [Appendix 1]

A whole-small-whole approach was used to teach the strategy of paraphrasing. At the commencement of the reading hour, the strategy was taught to the whole class.

The experimental group was then exposed to explicit instruction on paraphrasing for a 30-40 minute periods. At the completion of the reading block the whole class would gather to articulate their learning.

The ten teaching sessions were conducted over a two week period administered at the same time each morning. [Appendix 1]

The reading strategy used for the teaching group and the whole class was 'Shared Reading'. Students in the teaching group were scaffolded in their learning and given feedback. At the conclusion of the experimental group students recorded their learning in their journals. [Appendix 2] Anecdotal notes and observations of students were documented during each of the sessions. The students in the control group received no teaching on paraphrasing but on the strategy on visualisation. This group were in another class.



**Lesson 1:** The teacher introduced the strategy of paraphrasing.

Explanation of the strategy: We are going to develop a skill that will help you to remember what you have read. This skill is called paraphrasing. Has anyone heard of the word paraphrasing? When you paraphrase you read a sentence and then you say it in your own words. It helps you remember what you read.

The teacher then models this strategy by reading a paragraph to the students. The sentences were then re-read by the teacher and students were then cued in to apply this strategy. The students were instructed to practice this through. After each task the teacher / peers discuss & provided corrective feedback. After each paraphrase students articulated what they did & why it was useful; reviewing the strategy as a positive action and employing positive self script. At the end of each session students completed the self reflection booklet- self concept profile. Each session followed the same sequence with modifications.

**From session 2** on, students were instructed to articulate the strategy and say the steps at the commencement of each lesson [replacing the teacher's introduction of the strategy]. Students read a sentence prepared by the teacher and written on cardboard. Students take turns in physically paraphrasing one word by replacing it with their own word . Individually each student reads their sentence and reviews the strategy employed.

**Lesson 3- 10.**A further step was applied to include a written component; students write a their paraphrased sentence in pairs or independently, alternating every second lesson. The strategy was applied to sets of two sentences from **lesson 6-10**.

#### Post Instruction Phase:

At the conclusion of the sessions the assessments at the pre-instructional phase were re-administered.

## Self Efficacy Materials

### Self Efficacy Profile Assessments No.1

This is an a adaptation of Format A Reading Self Perception Test: Ask Kids Inventory For Children, Burnholt [Appendix 2]

### Self Efficacy Profile Assessments No.2, 3 and 4

This is an adapted from SELF-EFFICACY SCALES, James W Chapman & William E Tunmer, Massey University. New Zealand [Appendix 2]

### Self Reflection Booklet - Self Concept Profile.

The scoring for the assessments 1 and 2 used a five point scale rating per item. Each item scores were totalled and then converted to a mean score. With the assessment 5, 1 point was awarded for each item that the student responded to accurately.

[Appendix 2]

# Results

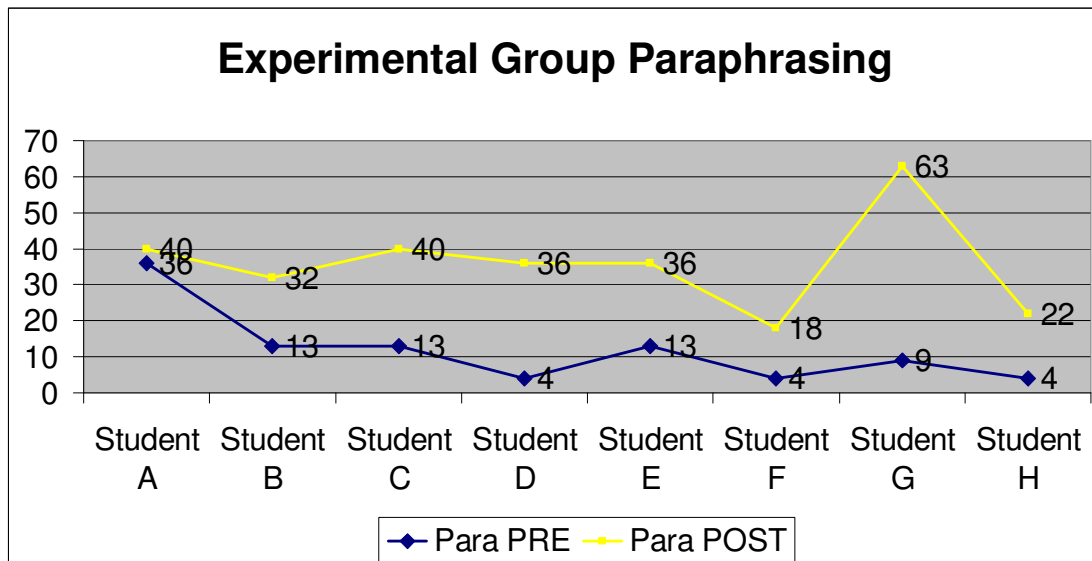
The analysis of the results of the pre and post scores for the strategies of comprehension and paraphrasing and the association of self efficacy was calculated and examined. The impact of these strategies was studied for year one and two students.

Table 1 demonstrates pre and post data obtained for students in the control and the experimental groups. It also measures the adjustments that each student demonstrated through the instructional strategies and self efficacy engaged both prior to and after the intervention.

EXPERIMENTAL GROUP																
Year	Name	Gender	Age (mths)	Earlier Intervention	Paraphrasing(%)		RPT Standardised Score		Percentile		Self Efficacy Burnholt		Self Efficacy Tunmer & Chapman		Self Efficacy Tunmer & Chapman B	
					PRE	POST					PRE	POST	PRE	POST	PRE	POST
2	Child A	M	91	Yes	36	40	89	90	16+	26	4.6	5	6	6	3	5
	Child B	F	86	Yes	13	32	89	92	16+	26+	4.6	4.8	6	6	4.3	4.3
	Child C	F	86	No	13	40	89	97	16+	37+	3.6	4.4	6	5	3.2	2.8
	Child D	M	85	No	4	36	88	91	16+	26+	4.8	5	5	6	3.2	4
1	Child E	M	80	No	13	36	86	90	16+	26	2.4	2.8	5	6	3.3	2.8
	Child F	F	79	No	4	18	80	80	9	9	3.4	4.4	6	5	4.2	4.1
	Child G	M	77	No	9	63	82	103	9+	50+	3.8	4.2	6	6	3.7	5
	Child H	F	76	No	4	22	86	102	9+	50+	3.2	2.8	5	5	2.5	2.5
CONTROL GROUP																
2	Child I	M	93	Yes	18	36	89	88	16+	16+	4.2	5	4	4	3.2	4
	Child J	F	88	No	27	27	80	89	9	16+	4.4	4.6	6	6	4.2	4.2
	Child K	F	88	Yes	18	18	82	86	9	16+	4.4	2.8	6	6	3.5	2.75
	Child L	M	85	No	22	22	89	89	16+	16+	4.8	5	6	6	4	4.8
1	Child M	F	85	No	4	4	71	85	2+	16	4.8	4.4	4	4	3.6	4.1
	Child N	F	81	No	13	40	83	87	9+	16+	4.6	3.2	6	6	3.7	1.75
	Child O	M	77	No	4	22	88	91	16+	26+	4.8	2.2	5	5	4	3.1
	Child P	F	77	No	4	0	86	83	16+	9+	4.6	2.6	6	6	3.7	3.2

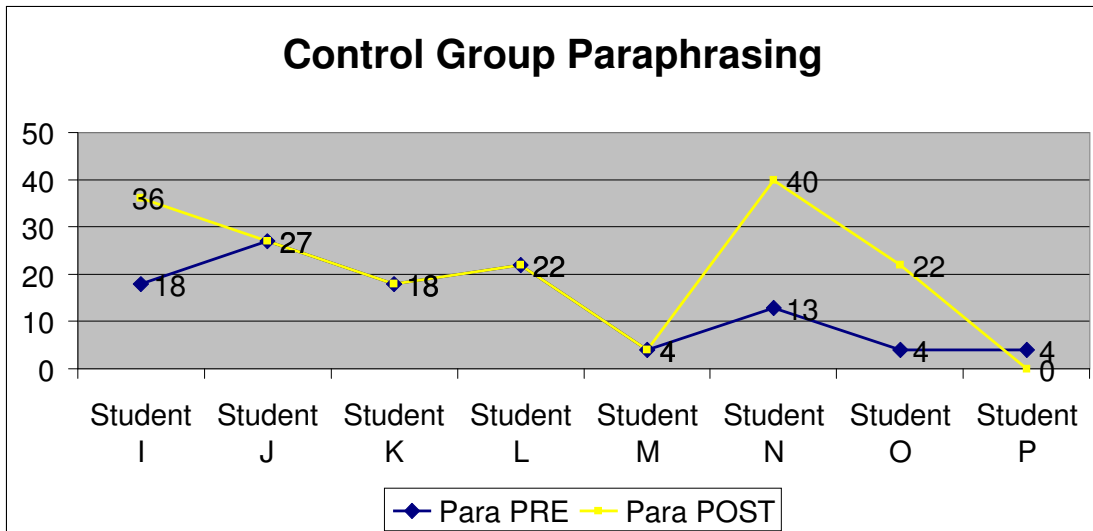
Table 1

Before investigating the effects of the instructional strategy of paraphrasing on comprehension, Graph A and B exhibit the progress in students' paraphrasing ability in both groups. Graph A displays that students in the experimental group enhanced their paraphrasing ability from the pre testing to post testing. The mean growth was from 12 at pre testing to 35.875 at post testing. An overall mean growth of 23.875. [Graph C]

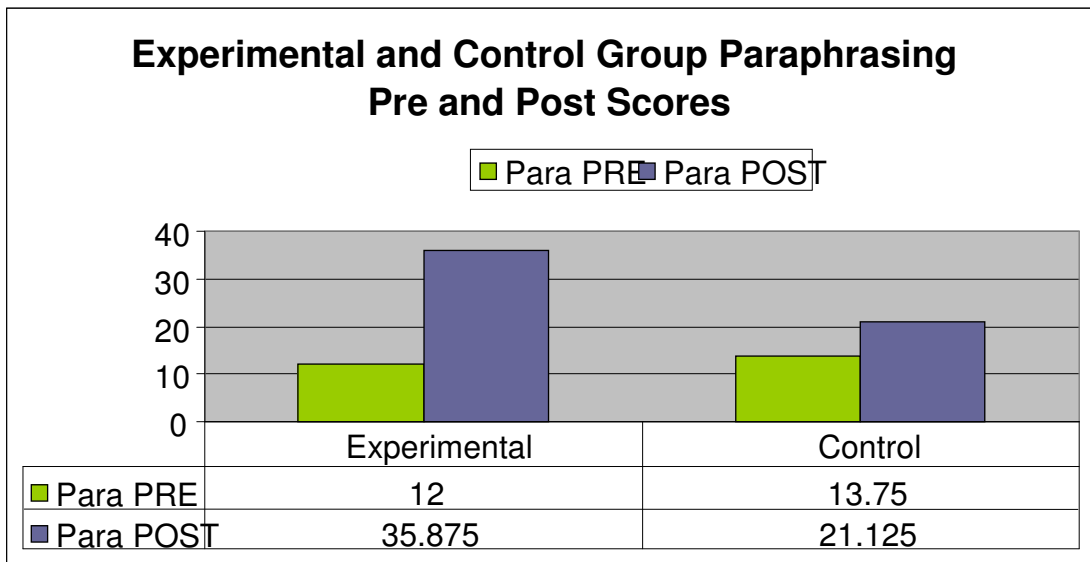


Graph A

The control group [Graph B] however, have not made gains in paraphrasing to the same extent as the experimental group. Students J, K, L maintained a plateau for pre and post testing and Student P decreased. The mean growth for the control group was from 13.75 to 21.125. An overall mean growth of 7.375. [Graph C]

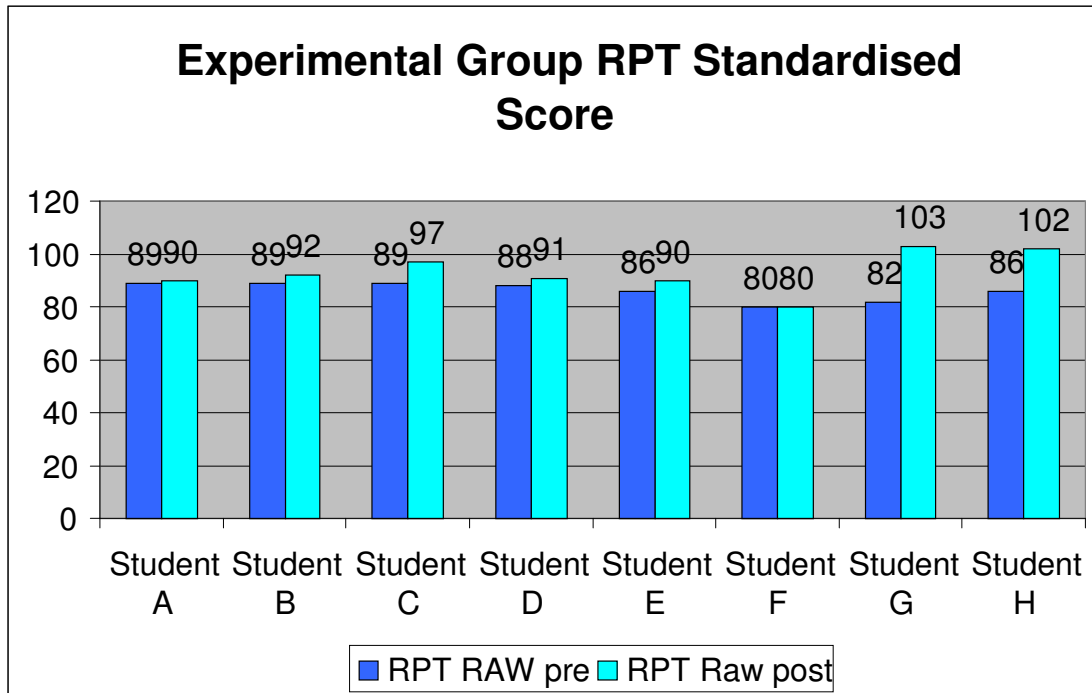


Graph B

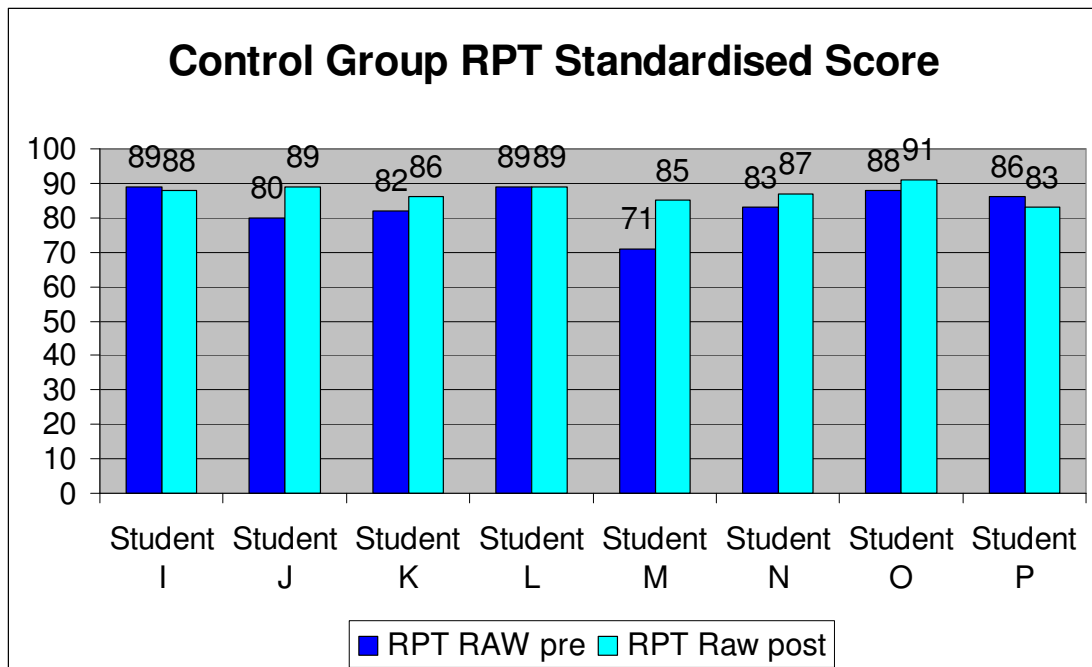


Graph C

Graphs D and E present the effect of the instructional approach of paraphrasing generated on comprehension.



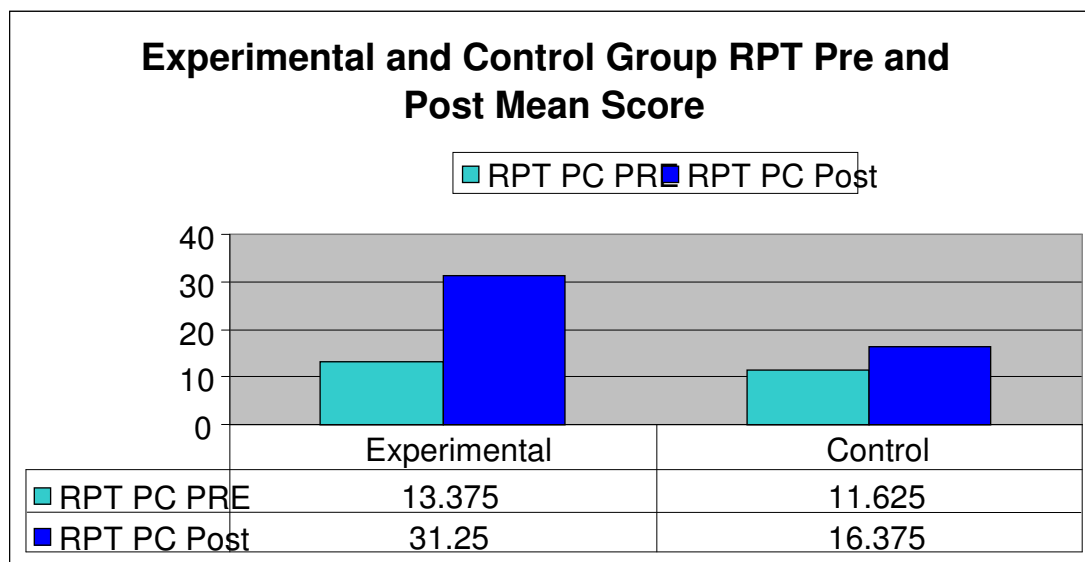
Graph D



Graph E

The students comprehension level overall in both groups, experimental and control, improved throughout the sessions. The general trend of the data would indicate that there has been an affirmative outcome that paraphrasing had a positive effect on comprehension acquisition. The mean score for the experimental group, Graph F, pre score 13.375 to post mean score 31.25. An overall growth of 17.875. The control group did make gains but not to the same extent. The pre testing score of 11.625 to post test mean score of 16.375. An overall growth of 4.75. The difference between both groups of the overall mean score being 13.125 with the experimental group having the significant gain. The control group was exposed to a range of strategies including whole group teaching focus of visualisation. The experimental group focussed in their teaching group the strategy of paraphrasing.

All students in the experimental group achieved gains in their score except for student F who did not gain any growth but maintained a score of 80. The control group had fewer students gain in their score. Student I and P lessened their score to a negative impact and Student L maintained their pre score.



Graph F

Table 2. illustrates the standard deviations for both groups, the experimental and control. The growth scores demonstrate that most students showed a positive effect from pre- testing to post testing. Student P on the other hand, from the control group, has a negative growth score of -7 which shows a significant decline in reading comprehension. Student F, I and L retained their pre test score and did not gain any growth.

The experimental group showed significant growth gains in their reading comprehension. Most students in the experimental group when viewing their standard deviation scores have achieved affirmative gains. They would be placed in the right side of the bell curve from the norm. Student F however, in the experimental group has a negative standard deviation score from the norm and would therefore fall in the left side of a bell curve. This student has not made gains. Student O from the control group has made gains and has a standard deviation score of 0.17. This is the only student from the control group that would be placed on the right side or positive side of the bell curve.

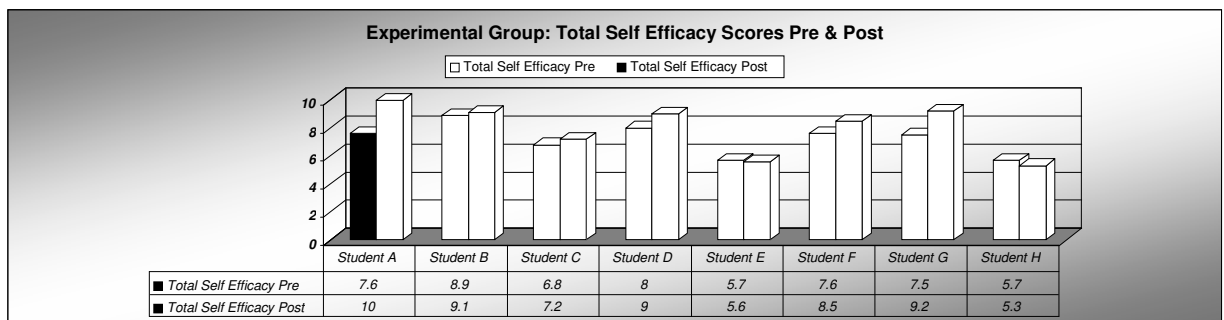
This table also indicates that the experimental group with focussed teaching of the instructional strategy of paraphrasing have developed comprehension. Students G and H have made significant growth from 9 to 50 respectively and have been the most successful.

Student	RPT Percentile Score Pre	RPT Percentile Score Post	Growth of RPT Percentile Score	Deviation [POST SCORES]
<b>Student F</b>	<b>9</b>	<b>9</b>	<b>0</b>	<b>-1.7</b>
<i>Student P</i>	16	9	-7	-1.7
<i>Student I</i>	16	16	0	-0.6
<i>Student J</i>	9	16	7	-0.6
<i>Student K</i>	9	16	7	-0.6
<i>Student L</i>	16	16	0	-0.6
<i>Student M</i>	2	16	14	-0.6
<i>Student N</i>	9	16	7	-0.6
<b>Student A</b>	<b>16</b>	<b>26</b>	<b>10</b>	<b>0.17</b>
<b>Student B</b>	<b>16</b>	<b>26</b>	<b>10</b>	<b>0.17</b>
<b>Student D</b>	<b>16</b>	<b>26</b>	<b>10</b>	<b>0.17</b>
<b>Student E</b>	<b>16</b>	<b>26</b>	<b>10</b>	<b>0.17</b>
<i>Student O</i>	16	26	10	0.17
<b>Student C</b>	<b>16</b>	<b>37</b>	<b>21</b>	<b>1</b>
<b>Student G</b>	<b>9</b>	<b>50</b>	<b>41</b>	<b>2.07</b>
<b>Student H</b>	<b>9</b>	<b>50</b>	<b>41</b>	<b>2.07</b>

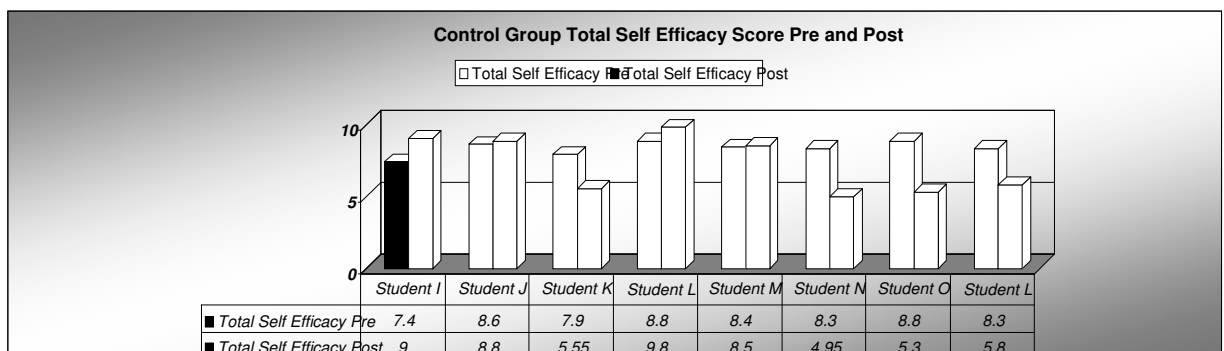
Table 2  
Please note : Students from the experimental group are represented by bold font



Another feature to be explored is the connection that self efficacy may have on the gains made in comprehension skills as a result of paraphrasing.



Graph G



Graph H

Graphs G and H illustrate the difference between pre and post testing of self efficacy. Two test scores were aggregated to obtain these results. Burnholt and the Tunmer and Chapman results were used for this purpose.

The trend data from the experimental group [Graph G] indicates that self efficacy did improve. Student E and H were the exception, where the results demonstrate an overall decrease between 0.1 and 0.4. Most students [75%] in this cohort did improve with an overall increase of 1 or above.

The trend data from the control group [Graph H] indicates that self efficacy for 50% (Students I, J, L and P) did improve marginally as well as 50% of the students (K, N, O and P) did not improve their self efficacy. The control group have not made gains in self efficacy to the degree of the experimental group.

As the trend suggests in Table 3, overall, as the students in the experimental group made progress in comprehension they also made gains in self-monitoring and improved self efficacy. These students that received explicit praise within the teaching group had self-monitoring strategies and self talk. Student F however, made no gains in reading comprehension yet still improved self efficacy. Although Student H on the other hand, improved the reading comprehension through paraphrasing yet declined in self efficacy.

Student	RPT Percentile Score Pre	RPT Percentile Score Post	Total Efficacy Scores Pre	Total Efficacy Scores Post
<b>Student A</b>	<b>16</b>	<b>26</b>	<b>7.6</b>	<b>10</b>
<b>Student B</b>	<b>16</b>	<b>26</b>	<b>8.9</b>	<b>9.1</b>
<b>Student C</b>	<b>16</b>	<b>37</b>	<b>6.8</b>	<b>7.2</b>
<b>Student D</b>	<b>16</b>	<b>26</b>	<b>8</b>	<b>9</b>
<b>Student E</b>	<b>16</b>	<b>26</b>	<b>5.7</b>	<b>5.6</b>
<b>Student F</b>	<b>9</b>	<b>9</b>	<b>7.6</b>	<b>8.5</b>
<b>Student G</b>	<b>9</b>	<b>50</b>	<b>7.5</b>	<b>9.2</b>
<b>Student H</b>	<b>9</b>	<b>50</b>	<b>5.7</b>	<b>5.3</b>
<i>Student I</i>	<i>16</i>	<i>16</i>	<i>7.4</i>	<i>9</i>
<i>Student J</i>	<i>9</i>	<i>16</i>	<i>8.6</i>	<i>8.8</i>
<i>Student K</i>	<i>9</i>	<i>16</i>	<i>7.9</i>	<i>5.55</i>
<i>Student L</i>	<i>16</i>	<i>16</i>	<i>8.8</i>	<i>9.8</i>
<i>Student M</i>	<i>2</i>	<i>16</i>	<i>8.4</i>	<i>8.5</i>
<i>Student N</i>	<i>9</i>	<i>16</i>	<i>8.3</i>	<i>4.95</i>
<i>Student O</i>	<i>16</i>	<i>26</i>	<i>8.8</i>	<i>5.3</i>
<i>Student P</i>	<i>16</i>	<i>9</i>	<i>8.3</i>	<i>5.8</i>

Table 3  
Please note : Students from the experimental group are represented by bold font

## Discussion

The focus of this study was to explicitly teach the instructional strategy of paraphrasing to year one and two students and to examine its effect on self efficacy. Positive feedback and discussion during the strategy of paraphrasing instruction promoted students to correct errors, persist and use self-monitoring procedures. Comparing the student's results pre and post in the areas of paraphrasing, comprehension and self-efficacy compared to the control group, overall, the experimental group made significant gains

This intervention provided practical application for teaching practice. Students were provided with various means and ways to self evaluate their own reading and verbalise strategies used. Constant monitoring of specific goals were formulated. The teacher modelled explicit and positive feedback, which in turn enabled students to self-talk with peers and to self evaluate. The experimental group were engaged in tasks that were achievable but which assisted in the structure of personal beliefs and goals.

The outcomes of this intervention supports the study of Katims and Harris [1997] and Munro [2004] in the area of teaching paraphrasing. This strategy requires the restatement of a text and giving this meaning in another form all the while identifying the author's voice. The whole class where the experimental group was placed were involved in the schooling of this instructional strategy.

The control group had been exposed to the strategy of visualisation prior to and during this intervention. This strategy had been employed by the school at all levels. The control group continued their work on visualisation. Improvements in comprehension within the control group may be related to the work on this strategy. However this was not the focus of this intervention for any conclusion to be made. Further studies may support this theory.

Post testing in the areas of paraphrasing, comprehension and to some extent self efficacy for the experimental group showed overall gains in both behaviour and results. Most students in both the experimental and control group improved comprehension.

The findings do advocate that there is a tie between the comprehension improvement and the increase in self efficacy. There were alterations noted and observed in student behaviour throughout this study. Six out of the eight children had an increase in their total self efficacy scores. This is a small sample of children and care should be noted when making generalisations. Further research and study would be beneficial in this area.

Both Student G and H from the experimental group, had the most significant results on the whole in both cohorts, in their percentile scores. Student G also gained improvement in his self efficacy. Student H did not make any improvement in this area. This child is very a reserved and quiet student. Throughout the intervention she responded only when she was required to. I believe this child needs further study especially in the area of self efficacy. I would like to continue the self reflection booklet and persist with her self talk. She still is unsure of her belief in her abilities even though she has improved in the area of comprehension.

Student A is an impulsive and wilful child. He has had family issues with the death of his mother. His self reflection journal was very positive but further support for this child I believe is necessary. He was circling the faces that he believed I wanted. His desire to 'please me' was very strong.

Student F did not improve her comprehension but remained on the same pre score of 9. Her self efficacy declined overall as well. This child with further support on phonological and rapid automaticity strategies may improve. She also has low self efficacy and with further teaching of self talk and the use of the self reflection reading journal may assist her in the future.

Students at this school have been well scaffolded with various targeted programs. The overall self efficacy of the students in the recent Insight SRC survey data indicated the level as high. Art Costa suggests that praise just for praise sake is not an effective tool. The use of explicit

feedback, which is a feature of the paraphrasing strategy, from peers and teachers, is valuable. Students that verbalise or record, stop and reflect, what the strategy was that they were using throughout the reading process are able to understand the purpose.

Throughout the intervention it was obvious that daily individual attention and teaching acted as a vehicle that raised the reading comprehension and self efficacy of most students. The self reflection journal may be of benefit to the whole class as well as the class with the control group. Children need to explicitly state strategies that they used throughout their reading sessions. This will empower them to replace negative self scripts with positive self talk.

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## Appendix 1: Teaching Unit Paraphrasing

**Year Level:** Year One and Two students

### Lesson 1

**Outcome:** The students will identify the steps taken when paraphrasing at a word and sentence level, allowing them to develop comprehension skills that will develop their understanding of a variety of **narrative** texts.

**MLOTP:** Students will be working at the sentence level

**Format:** Whole group: Introduction  
Teaching group: Focus teaching of skills to teaching group  
Whole group: Review of lesson

In all lessons students apply the strategy of paraphrasing.

**Text:** **Whole Class: The Feast (Big Book)**  
**Teaching group: The Feast (Big Book)**

The strategy of Shared Reading will be used with the students in the teaching group.

#### **Description:**

##### **Whole group focus:**

Introduction to strategy of paraphrasing

1. Read a sentence
2. Change as many words as you can while keeping the meaning the same
3. Say the sentence again in your own words

##### **Teaching group focus:**

Introduction to strategy of paraphrasing

- 1 Read a sentence
- 2 Change as many words as you can while keeping the meaning the same
- 3 Say the sentence again in your own words



**Whole Group:**

Introduction of the strategy:

(Teacher) *We are going to develop a skill that will help you to remember what you read. The skill is called paraphrasing. Has anyone heard the word paraphrasing?*

*When you paraphrase you read a sentence and say it in your own words. It helps you understand what you read.*

Explicit outcome: This should be recorded on a class chart. Teacher to write:

- 1 Read a sentence.
- 2 Change as many words as you can while keeping the meaning the same.
- 3 Say the sentence again in your own words.

*We are going to develop the skill of paraphrasing when we read sentences.*

It may be necessary to discuss the structure of a sentence.

*This is a text about .....*

*Let's read the first page aloud. I will read it first and then you read it with me.*

When the page has been read twice, each sentence will be re-read by the teacher.

The teacher will then paraphrase each sentence changing as many words without changing the meaning.

Ask students to paraphrase sentences by changing one word in each sentence. Record the changes on the white board.

*Adapted from John Munro Teaching a paraphrasing strategy 2006*

(Teacher) *I will read the sentence and I want you to read it to yourselves with me. Then I will try saying it another way. Then I want some of you to have a go. I will write down what you say.*

Sentence Read	Teacher Paraphrase

**Review the Action:**

*Let's look at what we have done here. We read each sentence and then said it in other ways. See how it helped you to understand what the text said.*

*Are there any questions?*

*Try to use this skill when you are reading in the rest of the lesson and we will talk about how it can make reading easier at the end of the lesson.*

Whole class then continue on with reading program.

**Teaching Group:**

The steps are then repeated using several sentence samples from the teaching group text.

Teacher models paraphrasing. Teacher reads sentence and thinks aloud which words could be changed. Teacher then says the paraphrased sentence. Students imitate the paraphrased sentence. Teacher models paraphrasing again. Teacher reads the next sentence, selects words that can be changed and says the paraphrase. Students imitate the paraphrase. Students take turns to paraphrase individual sentences. Where necessary, the teacher scaffolds the student in the selection of words to be paraphrased and offers corrective feedback. Students are regularly reminded about what they are doing.

*What do you tell yourself to do when you paraphrase?*

Once all of the group have paraphrased orally, teacher selects an original sentence from the text that had been used as a teaching point and asks the children to remember the paraphrased sentence and say it.

**Review the Action:**

*Now let's discuss what you did when you paraphrased.*

*Tell me what you know about paraphrasing and what steps you should follow to paraphrase a text.*

- 1 Read a sentence
- 2 Change as many words as you can while keeping the meaning the same
- 3 Say the sentence again in your own words

Students write the procedure in reading journals.

**Whole Group:**

The whole group review what they did when they paraphrased.  
 (Teacher) *Now let's discuss what we did when we paraphrased.*  
 Students share new strategy and use the chart as well.

The following need to be stressed in each of the ten lessons:  
*What do you do when you paraphrase a sentence?*  
*How does paraphrasing help you?*

**Lesson 2**

Students apply the strategy of paraphrasing. The students review the steps involved, practising on single sentences.  
 Teacher actively monitors progress and offers corrective feedback.

**Text: The Little Red Hen (Big Book)**

Lesson	Text	Teaching Group Student Activity
2	Whole Group: The Little Red Hen Teaching Group: The Little Red Hen	Teacher models paraphrasing. Students imitate. Students take turns individually to paraphrase a sentence.

**Whole Group:**

Teacher reviews action learned in previous lesson.  
 (Teacher) *What did we learn yesterday to help us understand what we read?*  
*Tell me what you know about paraphrasing and what steps you should follow to paraphrase a text.*

Refer to class chart and say together:

- 1 Read a sentence.
- 2 Change as many words as you can while keeping the meaning the same.
- 3 Say the sentence again in your own words.

Introduce new text. Discuss the topic.

(Teacher) *This is a text about ...*

*Let's read the first page aloud. I will read it first and then you read it with me.*

When the page has been read twice, each sentence will be re-read by the teacher.

The teacher will then paraphrase each sentence changing as many words without changing the meaning.

Ask students to paraphrase sentences by changing one word in each sentence. Record the changes on the white board.

(Teacher) *I will read the sentence and I want you to read it to yourselves with me. Then I will try saying it another way. Then I want some of you to have a go. I will write down what you say.*

Sentence Read	Teacher Paraphrase

**Review the Action:**

*Let's look at what we have done here. We read each sentence and then said it in other ways. See how it helped you to understand what the text said.*

*Try to use this skill when you are reading in the rest of the lesson and we will talk about how it can make reading easier at the end of the lesson.*

Whole class then continue on with reading program. Students transfer the new strategy to new texts.

**Teaching Group:**

The steps are then repeated using several sentence samples from the teaching group text.

Teacher models paraphrasing. Teacher reads sentence and thinks aloud which words could be changed. Teacher then says the paraphrased sentence. Students imitate the paraphrased sentence. Teacher models paraphrasing again. Teacher reads the next sentence, selects words that can be changed and says the paraphrase. Students imitate the paraphrase. Students take turns to paraphrase individual sentences. Where necessary, the teacher scaffolds the student in the selection of

words to be paraphrased and offers corrective feedback. Students are regularly reminded about what they are doing.

*What do you tell yourself to do when you paraphrase?*

Once all of the group have paraphrased orally, teacher selects an original sentence from the text that had been used as a teaching point and asks the children to remember the paraphrased sentence and say it.

**Whole Group:**

The whole group review what they did when they paraphrased.

(Teacher) *Now let's discuss what we did when we paraphrased. How does paraphrasing help you?*

Students share new strategy and use the chart as well.

Adapted from John Munro Teaching a paraphrasing strategy 2006

**Lesson 3**

Students apply the strategy of paraphrasing. The students review the steps involved, practising in single sentences.

Teacher actively monitors progress and offers corrective feedback.

Introduce the new text. Discuss the topic (as for lesson 2).

**Text: Pass the Jam Jim (Big Book)**

Lesson	Text	Teaching Group Student Activity
3	Whole Group: Pass the Jam Jim Teaching Group: Pass the Jam Jim	Teacher models paraphrasing with a partner. Students paraphrase a sentence co-operatively in pairs.

**Whole Group:**

Teacher reviews action learned in previous lesson.

(Teacher) *What did we learn yesterday to help us understand what we read?*

*Tell me what you know about paraphrasing and what steps you should follow to paraphrase a text.*

This part of the lesson proceeds as for Lesson 2.

### Teaching Group:

The steps are then repeated using several sentence samples from the teaching group text. Teacher models paraphrasing and works co-operatively with a student as a partner. Teacher repeats this modelling with another student. Teacher reminds the students of the nature of task and reviews the action.

*(Teacher) Remember we read each sentence then we say it in another way, keeping the meaning the same. This helps us to understand what we read.*

In pairs, the students have a go at co-operatively paraphrasing a sentence. Scaffold selection of words to be paraphrased, when necessary. Teacher offers feedback and any corrective action is taken. Teacher records the co-operative paraphrase on whiteboard. Teacher continually reminds students of the task and reviews the action being learned. Students select from a paraphrase recorded on the whiteboard to record in learning journal.

### Whole Group:

Teacher reminds students of the nature of the task and has them review the action.

The whole group review what they did when they paraphrased.

*(Teacher) Now let's discuss what we did when we paraphrased. How does paraphrasing help you?*

Students share new strategy and use the chart as well.

### Lesson 4

Students apply the strategy of paraphrasing. The students review the steps involved, practising in single sentences.

Teacher actively monitors progress and offers corrective feedback.

Introduce the new text. Discuss the topic (as for lesson 2).

**Text: Hatty and Tatty and the Deep Blue Sea (Big Book)**

Lesson	Text	Teaching Group Student Activity
4	Whole Group: Hatty and Tatty and the Deep Blue sea Teaching Group: Hatty	Orally paraphrase a sentence in pairs and record the co-operative paraphrase. Students write their paraphrased

	and Tatty and the Deep Blue sea.	sentence independently.
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**Whole Group:**

Teacher reviews action learned in previous lesson.

(Teacher) *Tell me what did we learn yesterday to help us understand what we read?*

*Tell me what you know about paraphrasing and what steps you should follow to paraphrase a text.*

This part of the lesson proceeds as for Lesson 2.

**Teaching Group:**

The steps for the teaching group are then repeated as for the co-operative oral paraphrase in lesson 3. Teacher actively monitors progress and offers corrective feedback.

**Whole Group:**

Teacher reminds students of the nature of the task and has them review the action.

The whole group review what they did when they paraphrased.

(Teacher) *Now let's discuss what we did when we paraphrased. How does paraphrasing help you?*

Students share new strategy and use the chart as well.

**Lesson 5**

Students apply the strategy of paraphrasing. The students review the steps involved, practising in single sentences.

Teacher actively monitors progress and offers corrective feedback.

**Students in**Students transfer the strategy to new texts.

Introduce the new text. Discuss the topic (as for lesson 2).

**Text: Titch**

Lesson	Text	Teaching Group Student Activity
5	Whole Group: Titch Teaching Group: Titch	Orally paraphrase a sentence independently. Record the paraphrase.

**Whole Group:**

Teacher reviews action learned in previous lesson.

(Teacher) *Tell me what we did yesterday to help us understand what we read? What do you know about paraphrasing? What steps should you follow to paraphrase a text?*

This part of the lesson proceeds as for Lesson 2.

**Teaching Group:**

The teacher models paraphrasing selected sentences. Students are asked to paraphrase a selected sentence independently. Feedback is given and any corrective action is made. Students take turns to paraphrase independently. Teacher actively monitors progress and offers corrective feedback. Scaffold words or phrases for selection where necessary. Students record their paraphrase in learning journal. Teacher reviews with the whole group what they did when they paraphrased.

**Whole Group:**

Teacher reminds students of the nature of the task and has them review the action.

The whole group review what they did when they paraphrased.

(Teacher) *Now let's discuss what we did when we paraphrased. How does paraphrasing help you?*

Students share new strategy and use the chart as well.



## Lessons 6 to 10

Teacher uses the procedure, outlined in lessons 4 and 5, for lessons 6 to 10, alternating the use of co-operative paraphrasing with independent paraphrasing.

Lesson	Variations in lessons
6	(Text: Pogy Froggy and the Cows) Read aloud a page. Paraphrase sentence by sentence. In pairs students write a co-operative paraphrase of a sentence and share.
7	(Text: The Fun Bus) Read aloud a page. Paraphrase sentence by sentence. Students write independently a paraphrase of a sentence and share.
8	(Text: This is the Bear and the scary Night) Read aloud a page. Paraphrase sentence by sentence. In pairs students write a co-operative paraphrase of a selected sentence and share.
9	(Text The Runaway Tractor) Read aloud a page. Paraphrase sentence by sentence. Students write independently a paraphrase of selected sentences and share.
10	(Text: Students choose favourite text from the series of lessons) Read aloud a page. Paraphrase sentence by sentence. Students write independently a paraphrase of selected sentences and share.

*Adapted from John Munro Teaching a paraphrasing strategy 2006*

## List of Tests and Resources

- Manual for Stage One of the Reading Progress Tests (for use with the Literacy Baseline and Reading Progress Tests 1 and 2) by Denis Vincent, Mary Crumpler and Mike de la Mare; Published by Hodder and Stoughton, 1996.
- An adaptation of Paraphrasing task: Group administration by John Munro, 2005.

Target sentences, adapted for individual administration, included:

- The young man and his friend rode on the bike.
  - They were enjoying themselves.
  - The two friends chatted.
  - They were not paying attention to anything.
  - They were supposed to watch where they were going.
  - The track went downwards suddenly and the bike sped up.
  - The two riders weren't smiling and chatting anymore.
  - Ahead they saw a huge stone in the middle of the path.
  - There is a loud thud and the front wheel crumples.
  - The young couple is airborne, flying over the obstacle to the grass on the side of the track.
- The Feast by J. Windsor, (1999). Published by Heinemann Education, New Zealand.
  - The Little Red Hen retold by B. Parkes and Judy Smith, (1987). Published by Methuen Australia.
  - Pass the Jam Jim by K. Umansky & M. Chamberlain. Published by Red Fox, Random House, UK.
  - Hatty and Tatty and the Deep Blue Sea by J Cowley, (2004). Published by Mimosa Publications, Australia.
  - Titch by P. Hutchins. Published by Red Fox, Random House, UK.
  - Poggy Frog and the Cows, by J. Cowley, (2004). Published by Mimosa Publications, Australia.
  - The Fun Bus by J. Eggleton, (2003). Published by Heinemann Education, New Zealand.
  - This is the Bear and the Scary Night by S. Hayes & H. Craig. Published by Walker Books, UK.
  - The Runaway Tractor by H. Amery & S. Cartwright (1998). Published by Usborne Publishing, London, England.

## Paraphrasing task: Group administration

John Munro

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

*Look at the first sentence. I will read it and I want you to read it to yourself with me. Then I will try saying it another way. After that I will ask you to try.*

*Read the sentence. Then say I will try saying it another way. I will change as many words as I can but still say the same thing. This person who makes toys moved to a new town. Now you have a go at saying the sentence another way. Change as many words as you can. When you have thought of another way of saying it, write down your sentence in the space. Remember you don't need to spell all the words correctly.*

*Now you have a go at the second sentence. Read it to yourself. Now have a go at saying it another way. Change as many words as you could. Write down your sentence. Remember you don't have to spell all the words correctly. Ask some students to share their responses with the class and provide useful corrective feedback. Now listen to how I say it. It says "He wanted to find a place to live." I could say "He needed to get a house to stay." Write down what I have said in the space.*

*Now you have a go at the third sentence. Read it to yourself. Now have a go at saying it another way. Change as many words as you could. Write down your sentence. Remember you don't have to spell all the words correctly. Ask some students to share their responses with the class and provide useful corrective feedback. Now listen to how I say it. It says "He needs to get to know the city." I could say "He wants to find out where things are in the big town." Write down what I have said in the space.*

Tell the children that you may not be able to change every word in a sentence. Sometimes you will have to say some of the words that are in the starting sentence.

Now you have a go at the fourth sentence. *Read it to yourself. Now have a go at saying it another way. Change as many words as you could. Write down your sentence. Remember you don't have to spell all the words correctly.* Ask some students to share their responses with the class and provide useful corrective feedback. *Now listen to how I say it.* It says "After he bought a map he looked for a bus." I could say, "First he got himself a map. Then he searched for a bus stop." *Write down what I have said in the space.*

Sentence read	Teacher	Your try
A toy maker went to live in another city	This person who makes toys moved to a new town.	
He wanted to find a place to live.	He needed to get a house to stay.	
He needs to get to know the city.	He wants to find out where things are in the town.	
After he bought a map he looked for a bus.	First he got himself a map. Then he searched for a bus stop.	

Introduce the set of target sentences. Give the students the following instructions: *Read each sentence to yourself. Tell yourself what it says. Then write another sentence in the space that says the same message. Try to change as many words as you can in the sentence you read, but make sure it still says the same thing. Remember I am keen to know about the sentences you make. You will probably say different things from each other.*

The young man and his friend rode on the bike.	
They were enjoying themselves.	
The birds were singing in the trees.	
The two friends chatted. They were not paying attention to anything.	
They were supposed to watch where they were going.	
The track became narrow and twisted.	
Suddenly it began to slope down and the bike sped up.	
People in the park watched and gasped as it went faster and faster.	
The two riders weren't smiling and chatting any longer.	
Now they were gripping the bike as tightly as they could, showing fear on their faces.	
People in the park had stopped what they were doing and started to yell, "Stop" or "Be careful".	
All of a sudden the path goes around a sharp curve.	
Ahead they see in the middle of the path, a huge stone.	
The closer they get to it, the more enormous it becomes.	
As they fly towards it, their hearts are beating louder and louder and they try to take avoidance action.	
There is loud thud, the front wheel crumples and the young couple is airborne, flying over the obstacle to the grass on the side of the path.	

Paraphrasing task: Group administration

Student work sheet

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

Sentence	Teacher	Your try
A toy maker went to live in another city	This person who makes toys moved to a new town.	
He wanted to find a place to live.		
He needs to get to know the city.		
After he bought a map he looked for a bus.		

	Sentences	Your sentences
1.	The young man and his friend rode on the bike.	
2	They were enjoying themselves.	
3	The birds were singing in the trees.	

4	The two friends chatted. They were not paying attention to anything.	
5	They were supposed to watch where they were going.	
6	The track became narrow and twisted.	
7	Suddenly it began to slope down and the bike sped up.	
8	People in the park watched and gasped as it went faster and faster.	
9	The two riders weren't smiling and chatting any longer.	
10	Now they were gripping the bike as tightly as they could, showing fear on their faces.	
11	People in the park had stopped what they were doing and started to yell "Stop" or "Be careful".	
12	All of a sudden the path goes around a sharp curve.	
13	Ahead they see in the middle of the path, a huge stone.	
14	The closer they get to it, the more enormous it becomes.	

15	As they fly towards it, their hearts are beating louder and louder and they try to take avoidance action.	
16	There is loud thud, the front wheel crumples and the young couple is airborne, flying over the obstacle to the grass on the side of the path.	

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## Appendix 2. Self Efficacy Assessments.

A succession of assessment tests of self efficacy in relation to reading, were carried out prior, and at the closing stages of the teaching sessions for both the experimental and the control groups.

### Assessment No 1

"Let's Talk about Reading" - adapted from Ask Kids by Dr.L.J. Burnholt.

Administration:

Script

- I'd like to ask you about how you are feeling about reading today.  
Let's start by filling in the front page.  
Let's write your name, grade and the name of your school  
What date is your birthday? So, how old are you?  
What languages do you speak at home.  
Can you put a circle around the language that you speak  
at home.  
(Assistance may be required with some children)
  
- Remember, I am going to ask you some questions about reading.  
I want to know how you feel in your heart and what you think  
in your head. (Teacher points to heart & head.)  
Just remember there is no right or wrong answer because  
the questions I ask you are only about what you think & feel.
  
- Let's talk about each face what do you think the first one means.  
Child/children respond.  
Take a number of responses. Repeat this with each face.  
This builds an understanding of the more subtle differences  
between each face.

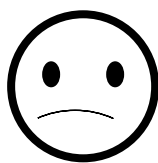
Language :



Not that  
fantastic



A little bit  
better



OK



Pretty Good



Fantastic

- Now let's have a practise.  
Here are five faces- Which face shows how you feel about your school work?  
Colour in one of the faces. Just remember there are no right or wrong answers. It is just what you think and feel.
- If this test is being administered to a group or class of children take a range of responses. If it is being administered individually allow the child to respond verbally.
- Now show me how good you are at reading activities.  
Remember there are no right or wrong answers.  
Be honest. Colour the face that shows how good you are at reading activities.
- Tell me, what do you think talented means? Take some responses.  
Explain that when you are naturally talented that means you can do something more easily than other things you do.  
What are you naturally talented at?  
Take a range of responses. Children will respond with examples like swimming, drawing, basketball or soccer etc.  
Now can you tell me, how talented are you at reading activities?
- And how much do you try at reading activities?
- How hard [difficult] are reading activities for you? Very hard...a bit harder... ok.... easy ...very easy. Circle the face that shows how hard reading activities are for you?
- What about next year when you are in Year[ ] at school how good do you think you will be at reading activities?

Scoring:

For faces left to right award points as follows:

Face 1 = 1 point

Face 2 = 2 points

Face 3 = 3 points

Face 4 = 4 points

Face 5 = 5 points



**To most children, the difficulty of an activity is the inverse of performance and talent. Therefore, scores generally need to be reversed for children's responses about the difficulty of activities.**

For questions 3 & 4. scores for effort and/or difficulty are reversed when the gap is 2 or more between effort and talent and/or difficulty and talent. [Reverse scores 1=5, 2=4, 3=3, 4=2, 5=1] and write R for reversed score next to this response].

For each of five items, add up the child's responses and then divide by 5.

Ask Kids Manual, 2005. Dr. LJ Bornholt.

**Assessment No 2**

Adapted from SELF-EFFICACY SCALES  
James W Chapman & William E Tunmer, Massey University. New Zealand

*To administer the questionnaire, the student needs to colour the face which best describes their answer. Introduce the sheet of faces with the practice questions. The faces relate to the following five responses:*

- *I know I can't*
- *I think I can't*
- *I'm half and half sure*
- *I think I can*
- *I know I can*

Now I have some more questions that ask you how sure you are about different things when you read.

Write your name on the paper.

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

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

**Self-efficacy scales**

In a few minutes you are going to do some reading. I'm going to ask you how you feel about some things you do when you read. It isn't a test. There are no right and wrong answers. It is just about you and what you feel. First of all for practice I'm going to ask you how sure you are about doing some every day things. Each time you can say:

I know I can't	I think I can't	I'm half and half sure	I think I can	I know I can
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Let's practise with these things. How sure are you that you can drink a can of Coke? If you know you can, colour the face on the end point to the face (far right), if you think you can colour this face, if you are not sure either way colour this face, if you think you can't colour this face and if you know you can't, colour to this face (far left).

Administrator says:

Remember I want you to be honest. There is now right or wrong only what you really feel in your heart.

How sure are you that you can

1	catch a ball?
2	eat a cake?
3	spell supercalifragilisticexpialidocious?
4	ride a horse?

Administrator gives time for child/children to colour face.

It is useful to revise the choices after every four questions by saying

How sure are you that you can .....

- *I know I can't*
- *I think I can't*
- *I'm half and half sure*
- *I think I can*
- *I know I can*

How sure are you that you can

1	work out new words?
2	understand each sentence?
3	correct any mistakes you make?
4	put together the ideas in the story?
5	say each word?
6	remember what happens in the story as you read it?
7	read smoothly?

8	remember words you have read lots of times already?
9	make a picture in your mind as you read?
10	tell me what the story is about when you have finished it?
11	answer questions about the story?
12	read fast enough to keep the ideas in your mind?

**Scoring:**

For faces left to right award points as follows:

Face 1 = 1 point

Face 2 = 2 points

Face 3 = 3 points

Face 4 = 4 points

Face 5 = 5 points

For each of the 12 items, add up the child's responses and then divide by 12.

### Assessment No 3

Adapted from SELF-EFFICACY SCALES

James W Chapman & William E Tunmer, Massey University, New Zealand

Administrator:

Explain to the child/children that they must tick only one box.

Read each item to the individual/group.

Maintain an even tone. Do not emphasize one response over the other.

Child then chooses a response and places a tick in the box they choose.

Please tick only one box.

1. If you come to a word you don't know when you are reading would you	try to <b>work out</b> what the word is?	<b>wait</b> for someone to tell you?
2. If you made a mistake in reading would you	<b>do nothing</b> about it?	try to <b>fix</b> it up?
3. When you find words hard to read do you	<b>work them out</b> ?	<b>give up</b> on them?
4. When you read a sentence that doesn't make sense do you	<b>go on reading</b> because it doesn't really matter?	<b>read it again</b> to try to understand it better?

5. When you find a story you are reading hard to understand do you	<b>not worry</b> about it because you can't understand every story	<b>try harder</b> to understand it?
6. When you have trouble working out how to say words do you	find a way to get them <b>right</b> ?	think you will get them <b>wrong</b> no matter what you do?
7. If you don't know what a word means do you	<b>Read on</b> to see if it helps you to understand ?	<b>Replace the word</b> With another word to see if it makes sense?

### Scoring

1. Work out	1	Wait	0
2. Do nothing	0	Fix it	1
3. Work them out	1	Give up	0
4. Go on reading	0	Read it again	1
5. Not worry	0	Try harder	1
6. Right	1	Wrong	0

### Scoring

A score of 1 is awarded for each item. The total raw score for this assessment is 6.

### Please Note;

Item 7 is not a given point score. The strategy that was used by each child is recorded.



## Assessment No 4

This assessment requires children to reflect on what strategies they are using to help them understand text at a sentence level.

Ask child/children to turn over the page to blank side  
Ask child/children not to say out loud what you are writing, but to write down yes or no whether or not they can read the sentence.

Write on the board

**I can jump**

Can you read this sentence?  
If you can read the sentence, draw what it says.

Now write  
**A tear slid down Matilda's face.**

Ask child/children not to say out loud what you are writing but to write down yes or no whether or not they can read the sentence.

If you answered yes, draw what it says and write down what helped you to work out what it means.

Now read the sentence to the child/children.  
Ask do you understand this sentence, do you understand what this means?  
Draw what you think it means.  
Write down what you did in your head to try to work out what the sentence means?

If individually administered it is advisable to scribe for each child. In group situations the administrator should only record for children unable to scribe accurately for themselves.

## Assessment No 5

Children in the experimental group completed one page of the booklet after each paraphrasing lesson. Students in the control also completed a page in their reading journal after the literacy session.

The scoring for the assessments used a five point scale rating per item.

Each item scores were totalled and then converted to a mean score.

With the assessment 5, 1 point was awarded for each item that the student responded to accurately.

# My Reading Journal



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

Year Level: \_\_\_\_\_

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

What did you do that helped you to understand the story today?

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How good were you at reading today?



How hard was the reading activity today?



Which face shows how you feel about reading today?

