Teaching the process of paraphrasing improves comprehension of fiction and non fiction texts

Abstract:
Students in Year 3 and 4 identified with reading comprehension difficulties were taught how to use the process of paraphrasing in fiction and non -fiction texts with the aim of improving reading comprehension. Paraphrasing a sentence is a key aspect of sentence comprehension as it provides opportunity for students to learn to link new concepts and to talk about new ideas, and assists them to retain the related ideas in short term memory. This strategy enables readers to link the new ideas with prior knowledge and when retelling a sentence, they link the new concepts with concepts they understand. Consequently, the design of the teaching sessions focused on oral language and written language at a sentence level incorporating work on strategies for retelling using modelling, questioning and retelling frameworks, the use of synonyms to link concepts and improve retention, and taped retells for students' self evaluations. Post test data suggest that the teaching of reading for children in the middle primary years should include the strategy of paraphrasing through rich oral language activities and scaffolding frameworks to facilitate comprehension for all students but particularly students with comprehension difficulties at a sentence level.

Introduction:
Comprehension is integral to reading and is not a consequence of reading. It is the thinking we do before, during and after reading. Readers use strategies for making meaning from the time they consider reading a text to long after they have read it, often encountering new experiences or acquiring new concepts that provide further inquiry (Fountas and Pinnell 2001).

Retelling by a reader is not simply repeating everything they can remember after reading a text. This is a memory task. Remembering everything is not the critical act of comprehension. There is a higher cognitive demand on the reader. The reader must select the important components, weave it together and make links to background knowledge. It is about being responsive to reading (Fountas and Pinnell 2001).

Skilled readers are good comprehenders (National Reading Panel, 2000; Snow, Burns & Griffin,1998).They use their world knowledge to comprehend text literally as well as draw valid inferences from texts ,and have comprehension monitoring and repair strategies.
Many students with reading difficulties lack comprehension skills for interpreting a diverse range of texts and require intervention during their primary years of schooling. Failure to understand key words and key sentences are reasons for students demonstrating poor comprehension skills (Parker and Hasbrouk 2002).

During the levels of text processing some students working at the sentence level have difficulties with the interpretation of sentences and often the outcome of comprehension is poor at literal, inferential and critical levels (Munro 2006).

Paraphrasing is a strategy that enables students to reinforce reading skills such as identifying the main ideas, finding supporting details, and identifying the writer's voice (Fisk and Hurst 2003). This strategy has proven to be effective as it integrates all modes of communication-reading, writing, listening and speaking which promotes a deeper understanding of the text. The reader becomes a text decoder, user, participant and analyst (Luke and Freebody).

Paraphrasing must not be taught as a word by word translation but an expression of the main ideas supported with evidence in the students own words. This is a challenge for students who at a sentence level have difficulty and consequently tend to rewrite or retell in a word -by-word manner. A good paraphrase will convey the meaning of the sentence using the students' own vocabulary and phrasing (Fisk and Hurst 2003).

An intervention strategy referred to as RAP (Read a paragraph and Ask yourself questions about main ideas and details and Put the main ideas and details into your own words using complete sentences) was employed by Katims and Harris in 1997 to improve the comprehension of middle school students and results indicated that this metacognitive strategy was effective. They referred to this strategy as a metacognitive intervention that helps develop processing strategies to promote a students' active and thoughtful engagement with text material.

Metacognitive strategies such as self-monitoring and self-correction enable the reader to evaluate their own learning, affective strategies such as self-encouraging behaviour lower anxiety and encourage

learning, social strategies involve other individuals in the learning process and refer to cooperation with peers, questioning and asking for correction and feedback. This can happen during and after reading and paraphrasing has occurred. Textual strategies enable the reader to form judgements about the text and provide the ability to make connections to other events and situations (Singhal 1998). A study by Singhal in 1998 isolated the strategy of paraphrasing into a cognitive domain of her 'Reading strategies and strategy behaviour" model.

There was clear evidence to suggest that children as young as four were able to use paraphrasing in oral language to show comprehension of fictional text.

However, the process of paraphrasing can be taught to students so they can employ metacognitive, memory, compensation, textual, social and affective domains to be successful at comprehension.

Munro's model of multiple levels of text processing certainly acknowledges these domains at all levels but at the sentence level refers to knowledge of what a sentence is, reading strategies-the 'how to' and the values-reader's beliefs. Self -management and control strategies are vital in being an effective reader and existing knowledge also plays a vital role in scaffolding and supporting reading comprehension. Munro includes paraphrasing as an activity that supports text comprehension. He states that this activity is intended to assist the students to build the oral language knowledge and understanding necessary for comprehension. He calls this a "Strategic listening and aural activity".

Munro (2005) also states that working on synonyms before paraphrasing assists the students to re-tell a sentence when linking the new concepts with concepts they know. The students are able to access language that is known to them and by retrieving meaning can apply these synonyms to the new text to further develop their vocabulary networks and apply them contextually for comprehension at literal, inferential and critical levels.

<u>Present Study</u>
The present investigation aims to examine the influence of teaching paraphrasing as a comprehension strategy to improve the comprehension of fiction and non- fiction texts.

Students in year 3 with difficulty comprehending non fiction and fiction texts at a literal, inferential and critical level will be taught how to paraphrase to make connections, retrieve main ideas and concepts and link new ideas with prior knowledge to be good readers who can comprehend texts of differing genre and respond with higher self -efficacy.

The focus will be on improving the students' comprehension of a sentence (dependent variable) by using retelling or paraphrasing (independent variable).

It is important to note here that scaffolding a learner with specific needs will also enable the learner to attempt the task with assistance and achieve more than the learner could do on their own. Using cues the learner works successfully with the support of another and extends their knowledge in the process.

Vygotsky (1978) refers to this as the "zone of proximal development" and it is here that the teaching of paraphrasing using cues by the teacher that will enable students to reflect on a text read and understand it, and use this as a way of learning more about reading.

Students will receive scaffolding, explicit teaching strategies, practical activities and reflective experiences to develop their comprehension skills through paraphrasing.

<u>Method:</u>

Design:
The design of the investigation will include pre-assessment, intervention and post assessment. Throughout the investigation students will be able to monitored through practical activities which will also allow for student self assessment as well as feedback for the teacher as to the effect of teaching strategies. Accuracy in prose reading along with students' comprehension will be monitored.

Participants:

The participants are 10 year 3 and 4 students (4 male 6 female) who have a history of reading difficulties. Students from both year levels were selected as they form a composite teaching group in the school and receive the same teaching programs. All participants but one attend a school in a middle class suburb where English is their first language. Four students (female) were to receive instruction and six (3 males and 3 females) were to be part of a control group. The purpose of the control group was to determine after comparison whether the teaching strategies led to changes in learning. Eight of the ten students had been part of an intervention program in year 1.They received additional reading instruction through Reading Recovery and had graduated but recent assessments in this current year showed they exhibited similar difficulties in the area of reading comprehension. All ten participants exhibited difficulties at processing text at the word, sentence, conceptual, topic and dispositional level, with a predominance of problems in processing text at the sentence level. The main concern was their inability to retrieve main facts and make judgements about the text they read and consequently their comprehension was in the below average range. Data collected from previous years clearly profiled the students into a category where their main difficulty was in processing the text for meaning rather than at a word level where most of them could decode but not apply any understanding to the words read so main messages in the text could be retrieved and processed. There were individual variations in their sensory abilities where one of the students had experienced fluctuating hearing loss in their early years and three were recommended for visual assessments that resulted in prescribed glasses for reading. Two students (female) had little exposure to rich oral language structures at home and were often exposed to poor oral language modelled in the home settings. One of these two students had also many years in child care settings where she did not engage in peer conversations or with adults rather than with children in infancy years. One student in the control group came from a Ukrainian background where he was encouraged at home to speak in Ukraine rather than English. This student had also repeated Year Prep and received Reading Recovery following a transfer to his current school. Four of these students participated in the BRIDGES program for 5 weeks prior to this study. Two were in the intervention group and three in the control group. Records of Oral language for all these students in Prep and Year 1 suggest they have some auditory processing difficulties.

	Student 1-S	Student 2-K	Student 3-G	Student 4-E
Age	7.11	7.11	8.7	8.3
Prose reading accuracy-fiction(PROBE)	98% Easy	100% Easy	98% Easy	99% Easy
Prose reading accuracy-non-fiction(PROBE)	100% Easy	100% Easy	100% Easy	100% Easy
Prose reading comprehension-fiction(PROBE)	25%	25%	12%	25%
Prose reading comprehension-fiction(PROBE)	37%	37%	25%	12%
Language spoken at home	English	English	English	English & Greek
Prior Intervention	Reading Recovery BRIDGES	Reading Recovery	Reading Recovery	Reading Recovery BRIDGES
Observational behaviour and description of learning difficulties	Oral reading shows good decoding strategies Good recall of high frequency words Does not self correct by crosschecking cues when reading does not make sense Expressive Grammar is not always correct in verbalising and in written language Self efficacy is not high and there is a sense of complacency Lacks strong work ethic Can be emotional and has poor peer relationships	Oral reading shows good decoding strategies Good recall of high frequency words Monitors and self corrects by crosschecking cues Careful reader Fluent Expressive Grammar is not always correct in verbalising and in written language Self efficacy is high and is always willing to take risks and ask for clarification if needed Pleasant and has good peer relationships. Keen to improve her reading abilities.	Oral reading shows good decoding strategies Good recall of high frequency words Monitors and self corrects by crosschecking cues on familiar words on known words Fluent Grammar is not always correct in verbalising and in written language Self efficacy is not high and will be impulsive in responses in oral language, reading and writing Oral language is immature and not elaborate Poor vocabulary networks. Good peer relationships	Oral reading shows good decoding strategies Good recall of high frequency words Monitors and self corrects by crosschecking cues on known words but has difficulty on unknown words Fluent Can read slowly when unsure of content Grammar is not always correct in verbalising and in written language Does not exhibit confidence in her ability and will not contribute to discussions unless prompted Poor vocabulary networks. Low self efficacy Good peer relationships
Sensory Impairment	none	none	none	none

Table1 :Summary Data on Students in the Intervention Group

Materials:

Materials employed for this study:

***PROBE reading test and PM Benchmark** to determine comprehension abilities of texts with narrative structure (fiction) and non-fiction (Appendix 1-2 tests: non- fiction and fiction)

***Teaching Sequence for the strategy of paraphrasing (10 lessons**) which comprised of oral language tasks, explicit teaching tasks, games, cue cards, taped sessions, reading and writing tasks (See Appendix 2)

***Cue cards and planner used for scaffolding** for self –talk, recording and self assessment (See Appendix 3)

***Synonym cards** for matching (Appendix 4)

***Commercial stories** (fiction-The Frog Prince and Non –fiction-Horses)

***Sample of tasks** for retelling (Appendix 5)

***Paired sentences** for retelling (Appendix 6)

***Paper, Pens, tape recorder and tapes**

Procedure:

All ten participants (including the control group) were administered the pre and post-tests. For the teaching sessions, four of the students presented with the intervention strategy were withdrawn from their classroom for 30 minutes a day for three consecutive days over four weeks. These students were not removed during the literacy block. Teaching sessions were conducted in the reading recovery room in a group setting. The teaching sessions were based on Munro's Sequence for Teaching Paraphrasing (2002) with modifications to focus on oral language and combined the SAID oral language framework of Stimulus, Articulate, Integrate and Demonstrate (Crevola 2000) for explicit teaching and learning but also contained key elements of the four resources model of reading-decoding, using, participating and analysing (Luke and Freebody).

Teaching Sequence: (See Appendix 2)

The format consisted of10 sessions which included:

1. Explicit Instruction (Stimulus)-Introduce the strategy of paraphrasing by making the purpose of teaching the strategy known to the students –*After we read we are going to tell it again by telling ourselves first what we have read and say it in our own words*

2. Teacher modelling and expectation

3. Cues for prompting when practicing-use of self –questioning and synonym teaching
4. Explicit feedback
5. Writing sentences
6. Rehearsal
7. Oral retelling
8. Reflection on learning through self, peer and teacher appraisal

Tasks given at the Pre test and the Post test:
PROBE reading test (2002) was administered to the control and intervention group to assess reading ability in the area of comprehension. Information gained from the pre test was valuable when analysing the differences in comprehension between the two texts read (fiction and non-fiction) and also at which levels of comprehension the students were experiencing difficulty with. Texts of both types were introduced in the teaching sessions and assessed through retells following paraphrasing teaching.
Post test data was collected on the two genres of text and compared with pre test data. These tests were obtained using age equivalents, from the PM Benchmark Series 2.
Pre test: PROBE for year 3 students:
Fiction: River Journey (Age equivalent: 7.5-8.5)
Non-Fiction: Long Age (Age equivalent: 7.5-8.5)

Pre test: PROBE for year 4 students:
Fiction: High Dive (Age equivalent: 8.5-9.5)
Non-fiction: Glow worms (Age equivalent: 8.5-9.5)

Post test PM Benchmark series 2 for year 3 students:
Fiction: Kwan the Artist (Age equivalent: 8.00-8.5)
Non-Fiction: Trees on our planet (Age equivalent: 8.00-8.5)

Post -test PM Benchmark series 2 for year 4students:
Fiction:The Miller, His Son and their donkey (Age equivalent: 8.5-9.5)
Non-Fiction:The New Skatepark (Age equivalent: 8.5-9.5)

Running Records were obtained for the intervention group only. These were collected for the pre and post test for fiction and non-fiction texts. (See Table 2b)
Clay's (2002) level of text difficulty were used for determining the level of difficulty for each intervention student: 95%-100% is easy,94%-90% is instructional and below 90% is hard.

Results:

You really need one or two sentences here introducing these data and tables

COMPREHENSION:

	Student 1	Student 2	Student 3	Student 4
Age	7.11	7.11	8.7	8.3
Pre test PROBE-fiction	25%	0%	12%	25%
Post test PM Fiction	80%	100%	80%	60%
Pre test PROBE-Non-fiction	37%	37%	25%	12%
Post test PM Non-fiction	60%%	80%	60%	60%

Table 2a: Pre and Post Test results of comprehension of intervention group

READING ACCURACY

	Student 1	Student 2	Student 3	Student 4
Age	7.11	7.11	8.7	8.3
Pre test PROBE-fiction	98%	100%	99%	99%
Post test PM Fiction	100%	100%	100%	100%
Pre test PROBE-Non-fiction	99%	100%	100%	100%
Post test PM Non-fiction	99%	100%	100%	99%

Table 2b: Pre and Post Test results of reading accuracy of intervention group

COMPREHENSION

	Student 1-Y	Student 2-A	Student 3-S	Student 4-H	Student 5-G	Student 6-C
Age	8.11	8.7	8.10	9.0	9.7	8.10
Pre test PROBE-fiction	12%	25%	50%	100%	75%	75%
Post test PM Fiction	60%	80%	80%	80%	100%	40%
Pre test PROBE-Non-fiction	0%	12%	0%	84%	100%	60%
Post test PM Non-fiction	20%	40%	40%	60%	60%	60%

Table 3: Pre and Post Test results of comprehension of control group

PROBE

For the pre test and post -test data collection all 10 participants were assessed in their comprehension of fiction and non-fiction texts using age equivalent texts. Comprehension was measured on questions which were of a literal nature (facts recalled from the text), inferential nature (where responses were deduced from the material read or facts reorganised to support reasoning) and evaluative (where readers made judgements by appraising the content).

Student 1 was able to achieve 25% comprehension (Refer to Table 2a) of the fiction text with her success being the recall of facts (literal) and her difficulties in the area of inferential and evaluative were reflected in her inaccurate responses. Her responses to the questions also revealed poor sentence structure with phrases offered rather than detailed sentences with supportive facts. Her reading ability assessed in a running record (Refer to Table 2b) showed she achieved 98% reading accuracy. This suggests she found the text easy to read. She had no self- corrections in her reading and she appeared confident. Her use of "voice" and variation in tone and pitch was effective when reading aloud. This suggests she was processing the text as she read.

Student 1's result on the non-fiction text was marginally better than the fiction text .She achieved 37% in her comprehension again performing better on the literal questions and experiencing difficulty with reorganisation of facts for deductive and evaluative reasoning. Her reading accuracy score again was high with two self-corrections noted. Again her use of expression and voice was commendable as was her effort to maintain fluency.

Student 2 did not register a score on her comprehension of the fiction text revealing she had difficulty with interpreting the questions and she had a tendency to respond with facts to questions that appeared to be misconstrued. Her answers were often one or two words and offered little supporting evidence when it was required to make a judgement. However, she had a greater success with comprehending the non-fiction text where she answered three literal style questions accurately. Her high reading accuracy score revealed she attempted to be a careful reader, who monitored her own reading while integrating the three cue systems. This text seemed easy for her to decode and process. She was fluent and expressive.

Student 3 also had difficulty with the fiction text achieving 12% answering one inferential question offering supportive facts from the text. Her difficulties were with retention and vocabulary. She was unable to draw meaning from the vocabulary used in phrases and apply deep thinking skills and searching skills to make evaluative responses. Again, student 3 performed better on the non-fiction text where she achieved 25% comprehension responding to one literal style questions successfully and one question requiring her to reorganise facts to make a deduction. Her running record showed she read with good accuracy (99%) but errors being inaccurate decoding and no use of meaning or structure. Her running record on the non-fiction text also proved to be easy and she was able to read this text fluently and successfully. She self-corrected when her reading did not make sense and carefully searched for meaning cues to cross-check with visual information when self-correcting.

Student 4 also had difficulty with questions in the fiction text which required deeper thinking skills and the ability to draw information together to make inferences and judgements. In the non-fiction text her answer to a literal type question showed she had some factual retention but when asked again to make inferences and judgements she experienced difficulties retrieving information to guide her thinking. Her answers were often restricted to one word responses or phrases. Her running records on both texts showed the text was easy

to decode and her error analysis on the fiction text showed a lack of meaning applied to the visual form. She was not a confident reader and her fluency was often interrupted by her efforts to decode accurately.

Control group student 1 achieved 12 % for the comprehension score in the fiction pre test succeeding with answering one question that was of a literal nature. He did not attempt half of the questions claiming he did not understand what they meant. His sentences were grammatically poor, not cohesive and inappropriate answers were supplied. He had greater difficulty with the non-fiction text (0%) where his answers were constructed more carefully though incorrect. He appeared to centre on one key word in the question and constructed his answers to questions he designed. Control group student 2 had greater success (25%) with the fiction text answering questions of a literal nature and he generally used phrases to answer. He appeared to have difficulty interpreting the question and elected to state this in is response by using a question mark. Similarly to Student 1 in responding to the questions in the non-fiction text he had greater difficulty answering the questions at all levels with the exception of one literal style question. His sentence structure was simple and lacking supporting details. Student 3 faired better (50%) drawing main ideas from the fiction text to construct his own understandings that were reflected in some accurate answers at a literal and inferential level. However, he failed to analyse the text when asked to make an evaluative response. He had no success in responding to questions in the non-fiction text often responding with a monosyllabic answer. Student 4 reflected a sound understanding of the fiction text (100%), supplying supporting details and constructing sentences for the answers in the text that were a consequence of sound reading strategies. Her result for the non-fiction text was not as high (84%) but she was able to get the main ideas from the text and use them in her responses correctly. Student 5 performed better on the non-fiction text achieving 100% in her comprehension score. This was reflected in her written responses where she supplied supporting vocabulary from the text and wrote cohesive sentences and phrases. Her fiction comprehension score (75%) suggested reflected she experienced difficulty with vocabulary failing to give accurate meaning to certain words. Student 6 achieved 75% on the fiction text and also revealed he had difficulty with certain words in the text. He had similar difficulties interpreting meaning in the non-fiction text consequently not responding carefully by selecting appropriate vocabulary.

For the post -test, the equivalent reading age was used to determine the fiction and non-fiction texts to be read. The PM Benchmark was used for this purpose. There was clear evidence in the post-test data to suggest that the teaching strategy of paraphrasing had positive effects on the intervention group.(See Figure 1and 2).Students had improved outcomes for both text types and achieved success with questions of a literal, inferential and evaluative type. Students 1, 2 and 3 had also improved outcomes in the post-test but a confounding variable could be that they are receiving intervention through the BRIDGES program.
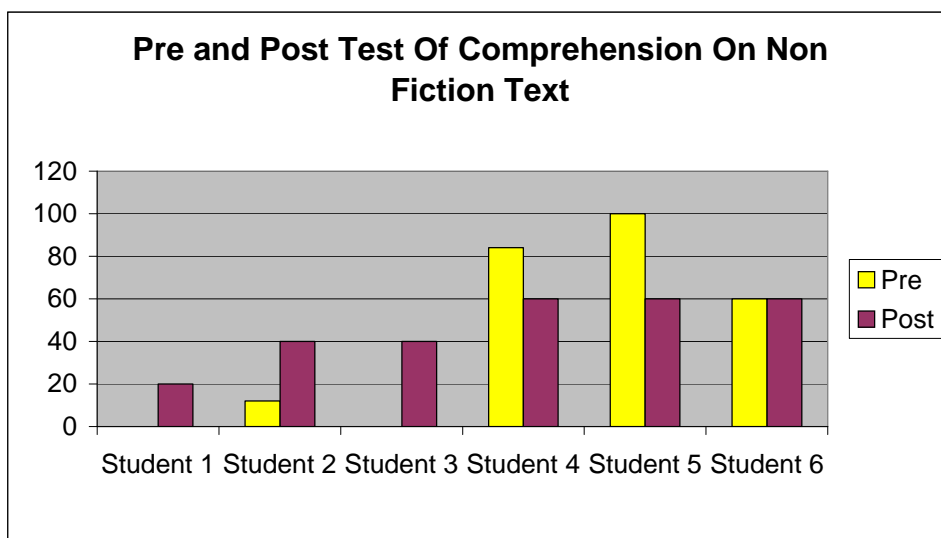
Pre and Post Test Of Comprehension On Non Fiction Text

Figure 1

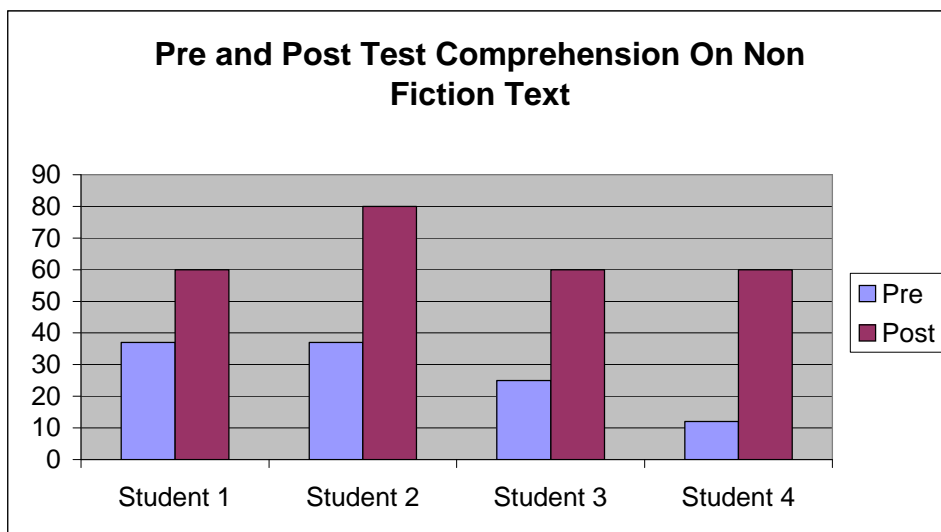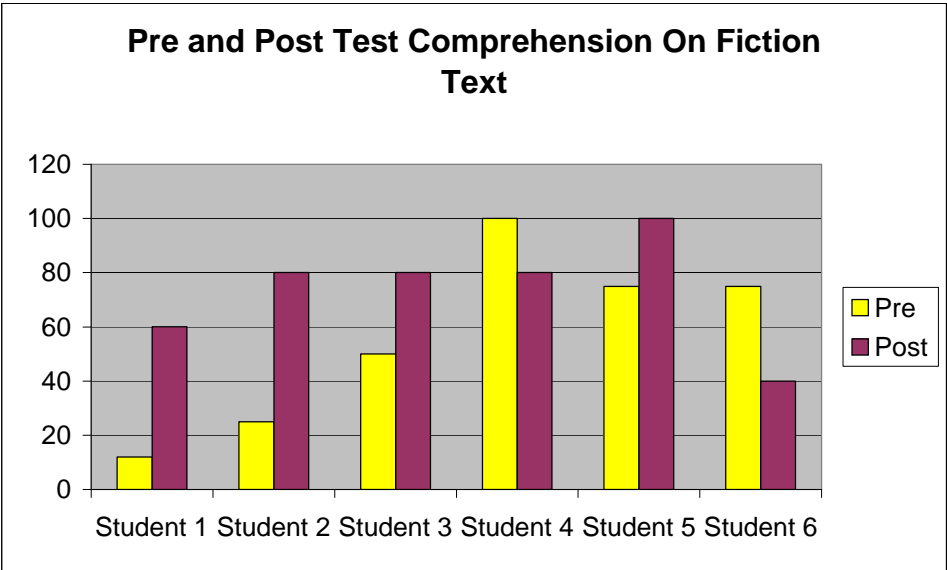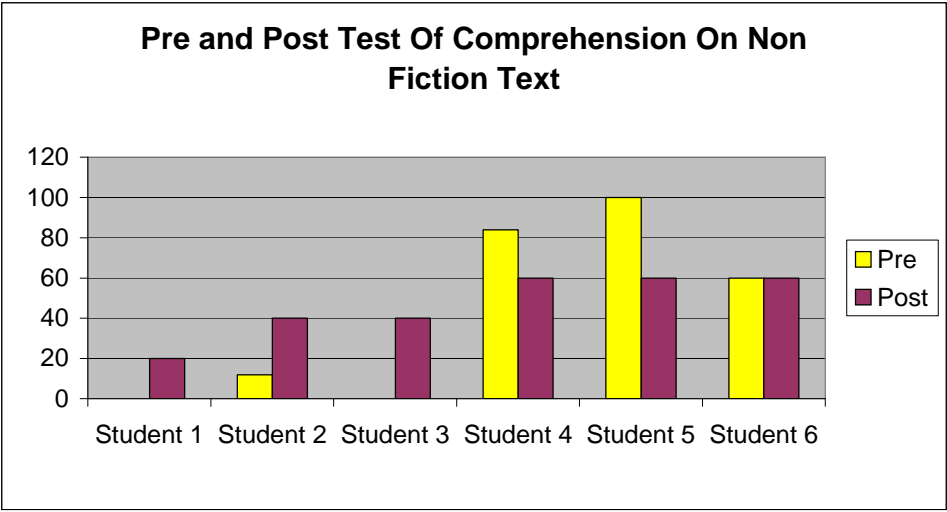**Pre and Post Test Comprehension On Non Fiction Text**

Figure 2

Figure 3

Figure 4

Teaching Sessions-Observations
The four students in the intervention group were always enthusiastic and willing to be part of the teaching sessions. Students identified their learning needs and endeavoured to improve their reading strategies by being attentive and display strong work ethics. Student 1 was the most challenging as she was keen to be attentive when the attention was focused on her and at times attempted to engage in conversations that distracted her from the task at hand. She would lose concentration and on occasion became disengaged from the group when challenged. Student 2 and 3 consistently showed evidence of using "self-talk" when using the strategy of paraphrasing and was successful on most occasions retrieving main ideas and key facts, expressing them in a coherent way. Their self-efficacy seemed to be higher when they were assessed on the post-test, taking time to edit their responses to the questions. Student 4 attempted all tasks during the intervention sessions and in the post -test attempted to recall main facts and reorganise her thinking but was challenged by grammar in the construction of her sentences. This was evident in her attempts to tape her retelling of various sentences. All students were able to articulate the strategy of paraphrasing and describe the strategy in a personalized way .They were able to show how the strategy could be employed to help them to retrieve and retain information and use it to convey a message and activate further learning.

Discussion
The aim of this investigation was to determine whether teaching the strategy of paraphrasing would improve comprehension in year 3 students. By comparing pre and post -test results, it is clearly evident that benefits were noted for the intervention group. While some students in the control group marginally improved, it was not consistent for all students. In the control group, Student 1, 2 and 3' s improved results could be attributed to a confounding variable, the fact that they had begun participating in an intervention program for children with literacy needs. This program structured in a similar way to Reading Recovery addressed reading and writing.
It is interesting to note that Students 4 and 5 actually regressed in their results for comprehension of the non-fiction text while student 6 showed no change in the result from pre test to post test. Student 6 also regressed in performance on the comprehension of fiction text. The overall trend showed that the intervention group outperformed the control group in both text types. The performances of students in the intervention group strongly supported the hypothesis. The

metacognitive strategy which involved self-talk, combined with scaffolding in the zone of proximal development and Munro's teaching sequence, enhanced the students' abilities to read for understanding. This also led to high self-efficacy in all 4 students who entered the intervention program on a high and exited on a high that strengthened their comprehension abilities, vocabulary, self - monitoring skills and their peer relationships. Fisk and Hurst (2003) suggest listening and speaking, or social interaction   assisted comprehension. Throughout this study oral language was used to facilitate the teaching of paraphrasing and must be an essential mode of instruction. Almasi and Gambrell(1997) discovered that providing opportunities for students to interact with one another and challenge others' ideas during discussions supports higher level thinking. This is essential when students are asked to offer opinion and make judgements. The strategy of paraphrasing gives students a reason to Fisk and Hurst(2003) also state that when students use a strategy that includes all modes of communication-reading, writing, speaking and listening they are likely to understand and retain the material. While oral language development impacted on all intervention students' performance, it was particularly noticeable in Student 3 and 4. Student 3's initial difficulties in oral language were shown in a consistent inability to express her ideas clearly and coherently. At the conclusion of the teaching sessions she showed evidence of greater patience, which led to clearer, cohesive responses to retells and with greater self-efficacy was able to support her peers in their retells. Student 4 became more confident and used the strategy of paraphrasing consistently in rehearsing for retells on tape. Her results reflect considerable growth at the topic, conceptual and dispositional levels of text processing. It is feasible to suggest that intensive intervention also influenced the comprehension results. The intervention groups were regularly meeting three times for four weeks in a least distractible area where they had small group instruction for leaning how to use a specific strategy modelled by the teacher as "the expert" then provided with opportunities to rehearse and apply their learning and reflect on their own and peer performances. This must be acknowledged and has implications for future intervention programs as not only is it cost effective but more productive for schools when there are large groups of children with similar needs or who have specific difficulties in reading comprehension.

There are implications for teaching practice when developing skills for reading comprehension. This metacognitive strategy needs to be modelled, taught through strong oral language frameworks such as

SAID (Stimulate, Articulate, Integrate and Demonstrate) combined with opportunities for rehearsal and self assessment in a group context where peer support is strong. Limitations in the study were placed due to lack of time and did not provide opportunity for more attention to different genres of text and critical comprehension. The author was not the classroom teacher who could have cued the students for paraphrasing when applying strategies they had learned to tasks in the classroom.

Future research
A larger cohort of mixed gender for this study would be advantageous in the future to determine the effects of paraphrasing as a strategy to enhance comprehension. There is also a need to establish which text types present the greatest challenge to students' comprehension and how relevant is their word knowledge in retaining meaning and being able to paraphrase. Future studies should incorporate a diverse range of text types to establish topics and concepts influence comprehension. It would seem necessary that while students have difficulty receiving information and then retrieving it as a text user for different levels of comprehension, it would be useful to teach this strategy to students so they can be active in their own self -assessment of their reading ability.

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Teaching Sequence for 10 sessions
Session 1

Activity	Task Description	Time
Introductory: Stimulus for sessions-strategy	Students are shown how retelling aids in comprehension of language. Students are told that it is a strategy of saying it another way. Each student constructs a sentence story about their day. The students retell each other's stories.	5 minutes
Use a read to -model by teacher "The Frog Prince"	Read it again and try to say it in your own words	10 minutes
Key ideas-Children read introductory sentence (Integrate)	Locate the key words and explain their meaning in your words	10 minutes
Introduce a "tell it again framework using who, where, when, why, what " scaffold to locate the key ideas and words Think, pair, share (Demonstrate)	Read the sentence again using the key ideas	5 minutes
Rehearsal	Children retell aloud	5 minutes
Tell it on tape and reflect on understandings (Demonstrate)	Children are taped and appraise their retelling efforts.	5 minutes

Session 2:

Activity	Task Description	Time
Retelling(Stimulus) Reinforce the strategy of retelling to show understanding-link to previous session(Articulate)	Students construct a story sentence and then attempt to retell each other's stories.	5 minutes
Text retelling (Sentence from previous session) (Integrate)	Students retell sentence from the previous session and state what they remember the main ideas were	5 minutes
Text reading(Shared Reading strategy) Re read the introductory sentence. Read the target words	Read the sentence again using your key ideas and search for synonyms for these words.	5 minutes
Use a "tell it again framework using who, where, what when, why" scaffold to write the key words from the sentence	Locate the key words and explain their meaning, find synonyms using think, pair share	10 minutes
Text Reading (Demonstrate)	Read the sentence again using your key ideas and selected synonyms	5 minutes
Rehearsal	Children retell aloud	5 minutes
Tell it on tape and compare their previous effort with current retell	Children are taped and offer suggestions to enhance their retells	5 minutes

Session 3

Activity	Task Description	Time
Retelling	Students retell the teacher's sentence story in own words.	5 minutes
Text retelling (Sentence from previous session)	Students retell sentence from the previous session and state what they remember the main ideas were.	5 minutes
Text reading (Shared Reading strategy) Re read the introductory sentence.	Select synonyms to place over the target words Read the sentence again using key ideas and use the synonyms for these words.	5 minutes
Synonyms activity Think, pair, share (Matching synonyms-Basic Skill practice)	Locate and match synonyms using think, pair share	10 minutes
Text Reading- Read to Fiction sentence	Students highlight key words	5 minutes
Writing key words in the "tell it again" framework using who, what, where, when and why	Students share	10 minutes
Text Reading (Shared reading strategy)	Students say the paraphrasing strategy before attempting to read. "After I have read the sentence I will try to say it to myself in my words. I will change as many words as I can."	10 minutes
Reflective	Students comment on their own effort by giving credit for selecting as many of their own words.	

Session 4:

Activity	Task Description	Time
Text retelling (Sentence from previous session)	Students retell sentence from the previous session and state what they remember the main ideas were	5 minutes
Text reading(Shared Reading strategy) Re read the introductory sentence from the first session	Retell the sentence again using the key ideas in students own words.	5 minutes
Text reading (Shared Reading strategy) Read concluding sentence from the fiction story	Locate the key words, highlight key words explain their meaning, find synonyms using think, pair share	10 minutes
Writing key words in the "tell it again" framework using who, what, where, when and why	Students share	10 minutes
Text Reading-Tell it on tape	Children construct their own meaning gained and their retell is taped.	5 minutes

Session 5:

Activity	Task Description	Time
Text retelling (Sentence from previous session)	Students retell sentence from the previous session and state what they remember the main ideas were	5 minutes
Text reading (Shared Reading strategy) Re read the concluding sentence from the previous session	Retell the sentence again using the key ideas in students own words. Students comment on the strategy they used-After I read, I said it in my own words	5 minutes
Text reading (Shared Reading strategy) Read Sentences with pairs containing key concepts	Place the sentences in pairs and explain what they mean.	10 minutes
Writing key words in the "tell it again" framework using who, what, where, when and why	Students share	10 minutes
Reflective	Children explain how retelling has been used in the pairing activity.	5 minutes

Session 6:

Activity	Task Description	Time
Text retelling (Sentence from previous session)	Students retell a paired sentence from the from the previous session	5 minutes
Text reading (Shared Reading strategy)Re read the paired sentence from the previous session	Retell the matching sentence again using the paired sentence. Students comment on the strategy they used-After I read, I said it in my own words	5 minutes
Text reading (Shared Reading strategy) Read Sentences with pairs containing key concepts	Students comment on the strategy they used-After I read, I said it in my own words. Place the sentences in pairs and explain what they mean.	10 minutes
Writing key words in the "tell it again" framework using who, what, where, when and why	Students share their findings.	10 minutes
Reflective	Children explain how retelling was used to convey the same message in the paired sentences.	5 minutes

Session 7:

Activity	Task Description	Time
Text retelling (Sentence from previous session)	Students are given a sentence from the from the previous session and asked to read it in their own words.	5 minutes
Text reading (Shared Reading strategy) Read a text about "Horses" (non-fiction)	Students select a sentence they would like to paraphrase.	10 minutes
Reading target words from the selected sentence.	Students highlight the key words in the sentence. They look for synonyms to facilitate their retell.	10 minutes
Writing key words in the "tell it again" framework using who, what, where, when and why	Students write the key words and their paired synonyms.	10 minutes
Reflective	Children explain how they used their synonyms in their retell.	5 minutes

Session 8:

Activity	Task Description	Time
Text retelling (Sentence from previous session)	Students are asked to read their sentence from the from the previous session.	5 minutes
Text reading (Shared Reading strategy) "Horses" (non-fiction)	Students are given the selected sentences that will be paraphrased and asked to read them.	10 minutes
Reading target words from the selected sentence.	Students highlight the key words in the sentences. They look for synonyms.	10 minutes
Writing key words in the "tell it again" framework using who, what, where, when and why	Students write the key words and their paired synonyms.	10 minutes
Text Reading	Students retell their chosen sentence.	10 minutes
Reflective	Children are appraised for their retell in their selection of own words and grammatical correctness.	5 minutes

Session 9:

Activity	Task Description	Time
Text retelling (Sentence from previous session)	Students are given a sentence from the from the previous session (not their selected sentence)and asked to read it in their own words.	5 minutes
Text reading (Shared Reading strategy) Teacher selects a sentence. Read a text about "Horses" (non-fiction)		10 minutes
Reading target words from the selected sentence.	Students highlight the key words in the sentence. They look for synonyms to facilitate their retell.	10 minutes
Writing key words in the "tell it again" framework using who, what, where, when and why	Students write their retell after completing their planner using synonyms for key words.	10 minutes
Text Reading	Students are asked to read their paraphrased text.	10 minutes
Reflective	Children explain how they used synonyms in their retell and how they altered the text to convey meaning.	5 minutes

Session 10:

Activity	Task Description	Time
Text retelling (Sentence from previous session)	Students retell a sentence from the previous session. They say what they remember about the text.	5 minutes
Text reading (Shared Reading strategy) Teacher presents a sentence and reads the sentence to the students.	Students are asked to re read the sentence and explain their understanding of the sentence. Students are asked to articulate the strategy they will use.(paraphrasing- After we read we are going to tell it again by telling ourselves first what we have read and say it in our own words)	10 minutes
Reading target words from the selected sentence.	Students are given a set of 5 sentences and asked to highlight key words.	10 minutes
Writing key words in using the "tell it again" framework using who, what, where, when and why to guide their retelling	Students write their retell of these sentences using synonyms if possible for key words.	10 minutes
Text Reading	Students are asked to share their paraphrased text.	10 minutes
Reflective	Children evaluate their use of the "tell it again" framework.	5 minutes