Teaching Year 3 students to paraphrase at sentences level improves their comprehension

ABSTRACT

To read effectively the reader needs to comprehend what is read. Two Year 3 students with below average comprehension skills were taught how to paraphrase. The aim of project was to increase their reading skills at the sentence level by implementing a teaching sequence that actively engaged them in the reading process. The design of the paraphrasing teaching sessions involved the students in talking, listening and writing about the texts that they read. Post test results provided evidence of gains in the levels of comprehension of both students. This suggests that the strategy is one that could assist many students who are experiencing difficulty at the sentence level of text reading.

INTRODUCTION

"Full participation in the adult world requires the ability to read materials encountered in the home, community and workplace." (Clapper, Bremer and Kachgal, 2002, p. 6). The ability to read influences the capacity of individuals to live independently, benefit from the wisdom of others and to access information. These aspects of life and living are of equal importance; each contributing to the potential of an individual experiencing a self empowered, informed and fulfilling life. However, in a world that is constantly searching for and discovering new knowledge and understandings the ability to read effectively and discerningly is of vital importance. In order to achieve the latter, the reader needs to understand what is being read.

Parker, Hasbrouck & Denton (2002) state that effective readers differ from ineffective readers in many ways that allow them to comprehend what they read. They differ in their ability to utilize their knowledge of the world to comprehend literally and use inferential information from texts. Effective readers have superior word knowledge and utilize "comprehension and repair strategies"(p. 2). Lee and Von Colln (2003) identified that many middle primary school students experience difficulties in comprehending what they read once the basic lower order phonological and word recognition skills have been taught and mastered.

The ability to apply comprehension strategies to texts enables students to identify, the main ideas, key words, details embedded in text, the voice of the author, inferential and evaluative elements within texts. (Fisk & Hurst 2003)

The necessity to learn and utilize these skills and strategies increases as students move further in their education "The ability to glean meaning from expository passages is arguably one of the most important skills for success in our secondary schools."
(Katims & Harris, 1997 p.17). For most students, success in secondary schools provides them with career pathway options, a vital means of living independently. More importantly the experience of successful learning assists in fostering optimism in the learner's potential to learn as life long learners. For example, Expository passages are part of everyday exposure to print as advertisements, instructions and campaign speeches.

The research of Lee, & Von Colln (2003) is based on their belief that teaching reading comprehension strategies through cognitive strategy training is an effective way of catering for the learning needs of a wide range of students who may be experiencing learning difficulties. Cognitive training focuses upon teaching the learner how to think and act while learning. Katims & Harris (1997) state that the Strategic Instruction Model based on cognitive strategy training, "focuses on changing the efficiency with which students process essential information." (p 2). They further explain that "teaching how and when to process information in a strategic and active manner" (p. 3), enables low achieving students to learn how to learn and how to act as a learner. In their research they taught the paraphrasing strategy based on the work of Schumaker, Denton and Deshler in 1984. Through this research the strategy had been demonstrated to increase the reading comprehension of all students inclusive of those with learning disabilities. The point of note that they make in their summary is that, "Gains in student comprehension have the potential for even greater growth when all teachers actively support the use of instructional interventions that include cognitive and behavioural elements" (Katims & Harris 1997 p. 8).

Parker, Hasbrouck and Denton (2002) suggest that teaching a learning strategy to students increases their interest in reading and subsequently their concentration levels improve. They define a learning strategy as "a systematic approach to completing a task" (p. 3). They also suggest the use of mnuemonics to guide students through the strategy and in particular mention RAP in relation to paraphrasing. i.e. Read, Ask yourself, what were the main idea and details in this paragraph? Put the main idea and details in your own words.

Fink & Hurst (2003) state that the comprehension level improve when students are taught how to paraphrase. They recommend utilizing four steps in the paraphrasing strategy. The steps provide students with opportunities to read, write, listen and speak thereby maximizing the potential of students to gain a greater understanding of the text they are reading. They also suggest that students benefit from knowing why paraphrasing is useful in their school life and in everyday life as it gives them greater motivation to read and comprehend.

PRESENT STUDY

This investigation aims to confirm such research and show that by teaching students to paraphrase at sentences level their comprehension levels will improve. It will attempt to engage students in reading by providing them with a systematic approach to the task of reading with understanding that requires them to actively participate in the reading process.

METHOD

Design:

The case study uses the OXO design in which the gains in comprehension were monitored for two students who have reading difficulties. The intervention sessions were modeled on John Munro's Paraphrasing Teaching sequence from his work Literacy Intervention Strategies (2003).

Reading accuracy, comprehension and rate were measured pre and post the intervention sessions using the Neale Analysis of Reading Ability (2002). An age level was established for each of these aspects of reading so that comparisons could be made and subsequent gains quantified.

The students were taught how to paraphrase. This involved developing the students' knowledge of synonyms, providing them with modeling of vocalizing the strategy and opportunities to practice the strategy. In the latter part of each teaching session the students were asked to articulate what they remembered from the text. The author recorded their responses using the John Munro Spontaneous and Cued Retelling Sequence (2003). The number of ideas that the students could recall spontaneously were converted into a percentage score.

 The students were also provided with the opportunity to reflect upon their learning and state what they had learned from the session.

The participants:

Two male students from grade three were selected. Both students had sound orthographic knowledge and mid grade 4 level word identification skills as determined by pre testing.

Orthographic Test (Munro 2002)

Both students had well developed visual memory of patterns in written English and made only a few errors in less frequently used word patterns.

Neale Analysis (2002) Both students demonstrated age appropriate reading accuracy levels. Both students demonstrated a reading rate that fell within the average range for their ages. However, both students demonstrated that their comprehension skills were well below the expected levels for grade three students. Student A's results indicated that his comprehension level was 12 months lower than his chronological age. Student B's results indicated that his comprehension level was 2 years and 1 month below his chronological age.

Neale Analysis (2002)

Participants	Student A	Student B
Date of Birth	17-11-1997	25-8-1997
Age	8.5	8.8
Accuracy	8.4 Years	8.7 Years
Comprehension	7.5 Years	6.7 Years
Rate	9.0 Years	7.10 Years

Observations recorded while the students were reading using the John Munro

Checklist for Identifying Reading Difficulties of all levels of Text (2003), revealed

that the majority of the students' difficulties were at the sentence level.

READING BEHAVIOURS	Student A	Student B
Demonstrated limited use of punctuation to gain sequence of meaning.	X	X
Did not use rehearsal and or chunking strategies. Had limited recall of a story read.	X X	X X
Did not re read sentences to assist comprehension.	X	X
Did not read with expression.	X	
Did not utilize "during" reading strategies.	X	X

Key X - No

Both students were unable to recall more that twenty percent of a story read to them that contained twenty details.

ORAL NARRATIVE	Student A	%	Student B	%
Recall - 20 details	4	20	3	15
In order of story sequence	NO		NO	

Their classroom teachers commented that both students had difficulty concentrating and completing tasks in their classrooms. In the **Memory For Sentences Test (Woodcock 1997)** both students achieved score that were below their chronological age levels.

(Woodcock 1997) Memory For Sentences	Student A	Student B
Chronological Age	8.5	8.8
Sentence length recalled.	8 words	8 to 9 words
Age equivalent of student's score.	6.9 Years	7.9 Years
Difference between chronological age and ability.	**1 Year 8 Months**	**11 Months**

Both students wore glasses. In the **Visual Matching Test (Woodcock 1997)** both students score indicated that the time that they require to process visual information fell well below the speed that could be expected of students of their ages.

(Woodcock 1997) Visual Matching	Student A	Student B
Chronological Age	8.5	8.8
Age equivalent of student's score.	7.2 Years	7.5 Years
Difference between chronological age and ability.	1 Year 3 Months	1 Year 3 Months

Materials:

Orthographic Test (Munro 2002) was used to determine the students' knowledge of patterns in written English, their ability to read lists of unrelated words, recognize and recode words automatically**.**

Acer Word Identification Test This test assesses the student's ability to read lists of unrelated words and automatic word recognition and decoding strategies. The students' scores were converted to a grade equivalence.

Neale Analysis of Reading Ability (2002) was used to determine the students' ability to read with accuracy, comprehend and to estimate the rate at which they read in the pre and post testing.

Checklist for Identifying Reading Difficulties of all levels of Text (Munro 2003) was used to identify the range of sentence level difficulties that the students were experiencing and to observe reading behavours as part of the post testing.

Oral Narrative Test was administered to the students individually to assess their ability to retell the detail of a story read to them in the correct sequence.

Memory for Sentences (Woodcock 1997) This test was used to determine the students ability to listen and repeat sentences of varying complexity.

Visual Matching Test (Woodcock 1997) This test was used to determines the students' ability in detecting visual information and their visual processing speed.

Cued and Spontaneous Retelling Sequence (Munro (2003) was used to assess the students recall and comprehension of texts read during teaching sessions**.**

Teaching Sequence for Paraphrasing (Munro 2003) includes modeling of the strategy and provision of opportunities to articulate and write their paraphrases. Opportunities to recall texts read in former sessions are given at the beginning of each session. The sequence also provides opportunities for students to articulate what the strategy requires of them and how it has enhanced their learning.

Teacher Journal was used to record observations made during the teaching sessions and to evaluate the sessions.

A3 Paper for recoding group responses.

Pencils for students to use.

Journals for students to write into.

TEXTS

Sailor Sam (Sails Literacy Series, Heinemann Education) was chosen as it has illustrations that would support the introduction of the strategy. The contents of the text would engage students and provide them with a low level of text with a high interest level. It is leveled at the Reading Recovery level of 13 and recommended for students of approximately 7 years of age.

The Night Out (Sails Literacy Series, Heinemann Education) This recount was chosen as it provided the students with a reading level that could be easily recoded by them but would be challenging for them to comprehend. It is leveled at the Reading Recovery level of 18 and recommended for students of approximately 8 years of age. The average sentence length in the text was 8.5 words which allowed the students to work within the range they demonstrated in the Memory for Sentences Test (Woodcock 1997).

The text was used over six Teaching Sessions simulating the reading of a chapter book. Elements such as the main characters in the text remained constant which allowed the students to use their short term memory capacities on the new information in the text.

PROCEDURE

The two students selected for this research were individually administered pre and post tests. For each session the students were withdrawn from the classroom during the literacy block at the same time each day. The duration of each session was 45 minutes. The sessions were modeled on the Session Outline for Paraphrasing (Munro 2003). The sessions included opportunities for the students to speak, read, write and listen in an attempt to increase both their recall of the sequence of events in a recount and so improve their comprehension levels. Students were also provided opportunities to articulate the strategy they were to use, reflect on their learning and share their insights.

The sessions followed the basic model. **(See Appendix 1)**

Session 1

Introduction of the strategy

Session 2

Consolidation of the use of the strategy

Sessions 3-6

Text Retelling

Review of the Strategy

Reading of the New Text

Finding Synonyms for Target Words

Writing of the Target Words and Synonyms

Reading Text and Articulating Paraphrases

Writing paraphrases.

Spontaneous Retelling **(See Appendix 2)**

Reflection

OBSERVATIONS

Trends for the group indicated that both students made gains in what they could spontaneously recall and comprehend from text that they read.

Student A demonstrated that he could retell an average of 21% of details in the text in the two introductory sessions. Between Introductory Session 2 and Teaching Session 6 his recall of details increased by 56%. A 24% variance between Teaching Sessions 2 and 3 was due to the following factors. We were required to change rooms for Teaching Session 3 which created a disruption from the usual procedure. In addition to the latter there had been a weekend break between the teaching sessions. As a consequence the student was reluctant to engage in the session once we had settled into our new venue. The next session was held in the same room as Teaching Session 3 and was far more productive. Between sessions 3 and 4 a 34% gain was achieved by the student. This was due to positive encouragement and reinforcement of the strategy and prior content of the text. In Teaching Session 5 the student made a gain of 11% in what he could recall. During this session a classroom teachers sat in on the session to observe the teaching of the strategy. The student was eager to engage in the

session and demonstrated positive learning behaviours for which he was given further positive affirmation.

Student B demonstrated that he could retell an average of 26% of details in the text in the two introductory sessions. Between Introductory Session 2 and Teaching Session 6 his recall of details increased by 51%. In general this student made consistent gains during each session and demonstrated gains of between 4% and 20% between sessions. The decrease between Teaching Sessions 3 and 4 may have been due to the time needed in Teaching Session 4 to re orientate and re engage Student A.
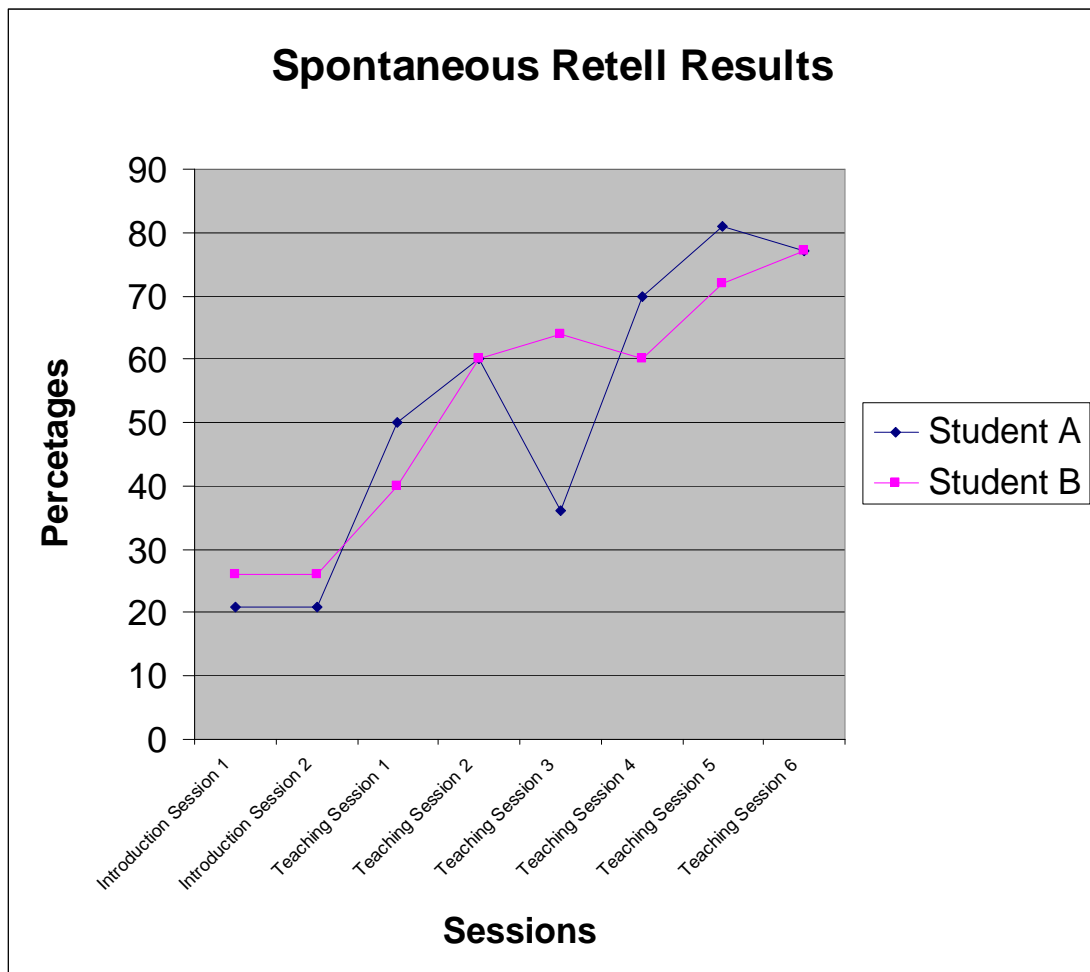
Trends for the group indicated that the students had made gains in their comprehension levels as demonstrated by comparing the pre and post testing results.

Student A's reading rate decreased as he attended to text more carefully to gain greater meaning at word level and sentence level. The latter also had a positive effect on his accuracy level as it improved by an age equivalent of 10 months.

Student B's reading rate increased by an age equivalent of 1month and his accuracy by 2 months.

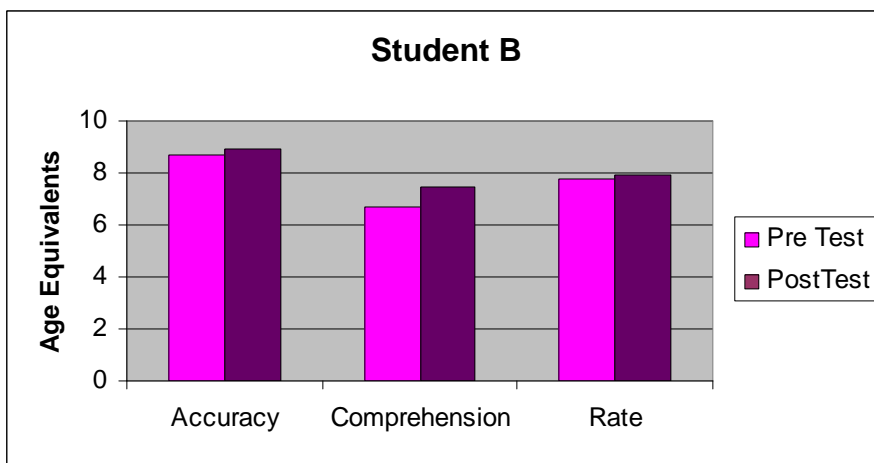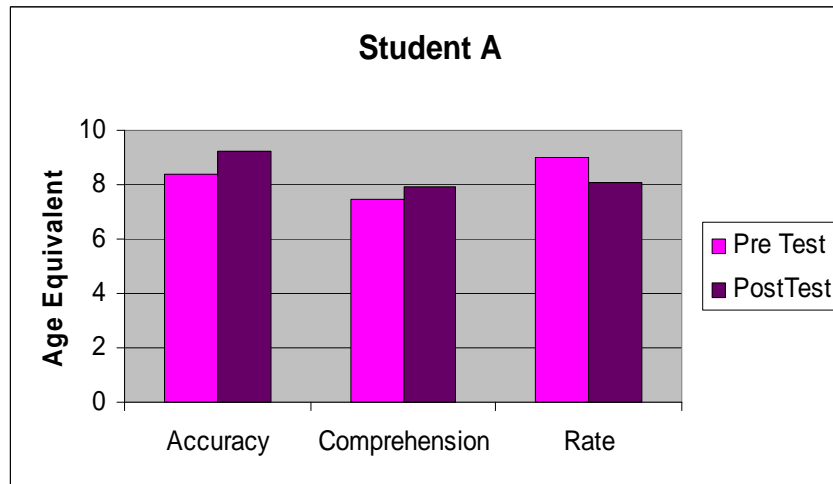Both students demonstrated gains in their ability to comprehend text.
Student A demonstrated a comprehension age equivalent age gain of 6 months.
Student B demonstrates a comprehension age equivalent age gain of 10 months.

**Neale Analysis (2002) Pre and Post Test Results**

Participants	Student A			Student B		
	Pre Test	**Post Test**	**Gain**	**Pre Test**	**Post Test**	**Gain**
Date of Birth	17-11-1997			25-8-1997		
Age	8.5			8.8		
Accuracy	8.4	9.2	**10 Months**	8.7	8.9	**2 Months**
Comprehension	7.5	7.11	**6 Months**	6.7	7.5	**10 Months**
Rate	9.0	8.10	**- 2 Months**	7.10	7.11	**1 Month**

Neale Analysis (2002) Pre and Post Test Graphs

Student A — Age Equivalent bar chart showing Pre Test and PostTest values for Accuracy, Comprehension, and Rate.

Student B — Age Equivalents bar chart showing Pre Test and PostTest values for Accuracy, Comprehension, and Rate.

These results confirm the prediction that by teaching students to paraphrase at sentences level their comprehension levels will improve.

Observations recorded while the students were reading in the Post Testing using the John Munro **Checklist for Identifying Reading Difficulties of all levels of Text (2003)**, revealed that the students were demonstrating effective reading behaviours at sentence level.

Reading Behaviour Observations
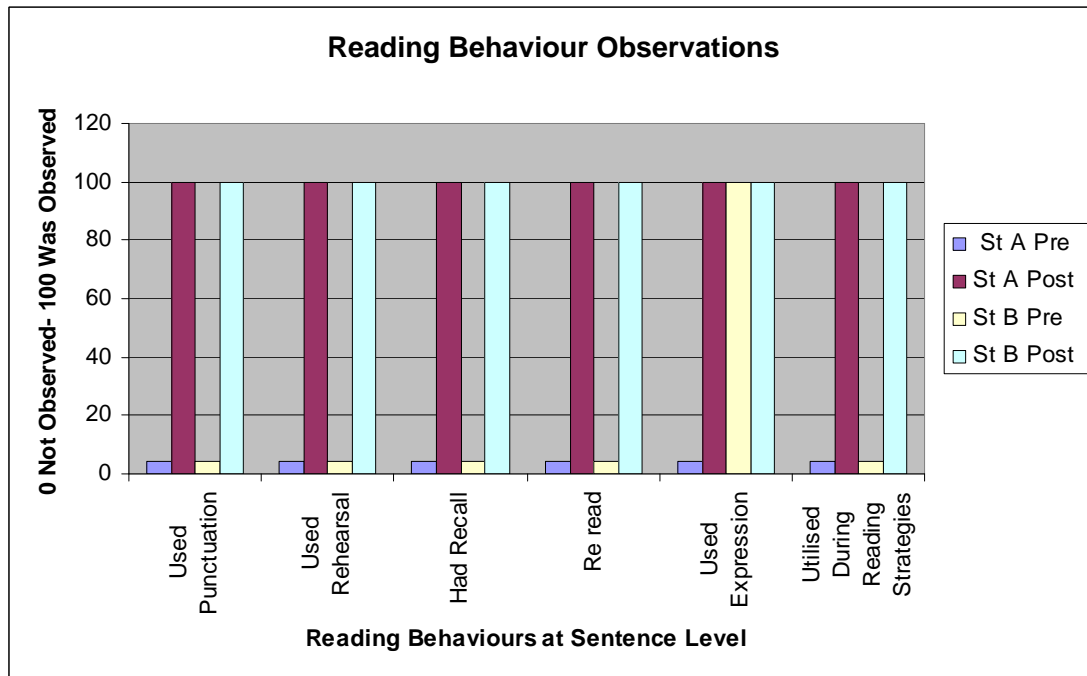
These results indicate that the paraphrasing strategy provided students with opportunities to learn and practice Reading Behaviours at Sentence Level. These learned behaviours are of significance as they may assist students to compensate for their lower than average ability in detecting visual information and visual processing speed.

Teaching Session Observations

At the beginning of Introductory Session 1, the students were asked what they do to help them read. Their collective replies were that they read words, sounded words out and looked at the pictures.

As part of every paraphrasing session the students were asked what they had to do to paraphrase. At the beginning of teaching session 4, Student A could not relate the paraphrasing process or offer synonyms for target words in the text. This student required repeated instructions and re engaging. As he began to experience success he was less easily distracted and was more aware of the strategy and the sequence of the sessions. Less avoidance behaviours were demonstrated. At the end of the session in answer to the question, "How does paraphrasing help you?" He was able to articulate that it helped him understand what he was saying when he reads. He went on further to state that when you read you tell yourself what is happening and you feel like you are in it (the story).

During many sessions he needed to be reminded what synonyms were and to utilize the ones that he had recorded in his paraphrases. At the end of the last teaching session the student was able to state what he needed to do to paraphrase. Although he was able to state the actions he was not able to state them in the correct order. The strategy had been recorded in his student diary and he needed to be reminded to refer to it.

Early on in the teaching sessions Student B could relate the paraphrasing process and the function of synonyms. This not only demonstrated his own awareness but supported Student A in his need for repetition. Student B also understood that a paraphrase must mean the same as the text. He was able to follow the process and complete all tasks. He became creative in his choice of synonyms and often used different ones for his retell than he had written during the session. At the end of session 4 when asked how paraphrasing is helping him, he replied that it makes you learn so that you can improve your education. "It is fun and helps you read…helping me as it reminds me." At the end of the Teaching Session 6 he was able to state what he does when he paraphrases and that the process helps him to concentrate and so understand what he reads.

DISCUSSION

The text chosen for the Introduction Sessions as mentioned previously was leveled at the Reading Recovery level of 13 and suggested for 7 year olds. This was a good strategy as it allowed the students to concentrate on learning the strategy on a less demanding text and so work from the easily known to the unknown.
The text chosen for the teaching sessions was leveled at the Reading Recovery level of 18 and was recommended for 8 year olds. This text was within the students' accuracy abilities but was well above their age equivalent comprehension levels. It proved to be a manageable but suitably challenging text for the students.

The text was also chosen as it could be read over a series of sessions and so could be read as episodes in a similar manner to chapter books that many of the students' peers are reading. This was a positive initiative as small parts of the text were read each day maximizing the potential for success and maintained both interest and motivation. This also allowed for some of the elements of the text to remain constant i.e. the main characters and so enabled the students to utilize their short term memory to recall the new ideas revealed in the text each day. Engagement was possibly further achieved as the recount was being told by a boy about his night out with his father and brother. The text also had graphics that the students reacted positively towards.

The intense and repetitive nature of the teaching sequence facilitated the students' learning by providing opportunities for the development of skills, reinforcement, positive feedback and thinking about their learning. The variation of tasks were inclusive of reading, listening, speaking and writing. At times the students were also asked to visualize in their minds what the sentence might look like in picture in their heads and to share this picture with each other. The variety of modes supported the students' learning of the strategy and increased their levels of comprehension.

The use of the cued and Spontaneous Retell Sequence (Munro 2003), enabled the author to record what the students could remember and provided prompts to cue the students when needed. Cueing related in the early sessions to events or information in the story that the students had omitted in their spontaneous retell. In later sessions,

cuing related to the inferential information. As a result students began to include some inferential information in their retells spontaneously.

The students enjoyed listening to an audio recording of them recalling the events of the text at the end of the sessions. This became a regular request by the students after the sessions had ended and possibly gave them both a sense of achievement and further reinforcement.

At the beginning of each session the students were eager to hear of their gains in recalling the story from the prior session. The gains made were determined by adding the number of elements in the story that the students could recall and by converted that number into a percentage score in relation to the total number of elements in the text. Cued responses were recorded but not included in these scores.
As the students developed their competence the scores were explained and provided to the students thus providing them with further encouragement, incentive and positive feedback. The regularity of the sessions provided a consistent and familiar routine for the students who were generally ready and willing to begin the sessions each morning.

Gains made in the accuracy levels of the students reading can be attributed to their active engagement in the reading process. They had been encouraged to re read words and so became less likely to read over words as they had done in the past. In the post testing Student A's reading rate indicated a decrease of two months but remains in the average range for his grade level. It is possible that the slower speed facilitated his much increased accuracy at word level and six months gain in comprehension. Student B made a gain in accuracy and a slight gain in his reading rate. It is possible that as a result of the intervention he was more aware of the skills at both word and sentence levels required for effective reading. As a result of this he was more able to apply his knowledge to the texts in the post test thereby increasing his comprehension level by ten months.

Implications

Results of this research indicate some implications for further teaching. Middle primary school students can experience gains in their learning by being provided with intervention programs that meet their needs. In this research the students benefited from the explicit teaching of a comprehension strategy that will enable them to read more effectively.

A fluid approach to the planning and implementing of interventions would focus on skilling students over short periods of time to increase their ability to take part in classroom programs. On going monitoring of students could determine when and how frequently these interventions would occur.

Engagement in the active process of reading requires students to read for meaning. Clear explicit processes need to be taught and clear expectations made of students. Careful selection of texts in terms of sentence length, reading level and content can increase student motivation and maintain their enthusiasm for further reading. Positive feedback and encouragement motivated the students who took part in this research to not only achieve greater recall of events but to go beyond the literal text and glean some of the inferential information from the text. At the end of the intervention program, Student B was beginning to think about what the characters might be thinking and saying in response to events in the text.

Direct questioning or cueing, relating to areas of the text that students had omitted resulted in them including this type of information in later retells. For example, Student B began to remember who performed the action in the later sessions and included this information in his retells. Student A began to think about how characters might be feeling.

Future Research

The grade 3 students who took part in this intervention were operating within the average range for students of their age at word level. This was demonstrated by their scores in the pre tests that related to their orthographic skills, word recognition skills

and reading accuracy levels. Although gains have been made by the students their reading, comprehension levels remain in the below average range for their grade levels

Further research of potential value to students with similar profiles would focus on how gains made through interventions might be maintained if not increased through explicit teaching within classroom reading programs. Intervention programming as part of the classroom program may well be a relevant focus for future study. For example, paraphrasing sessions could run along side of other reading activities such as Guided Reading and Reciprocal Reading within middle primary classrooms.

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TEXTS

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Appendix 1

TEACHING SEQUENCE

Adapted from John Munro's Paraphrasing Sequence - Literacy - Enhancing
Intervention for at Risk Students (2003)

COMPREHENSION : Paraphrasing for small a group of grade 3 students

INTRODUCTORY SESSION 1

Prior preparation. Teacher reads new text.
Identifies and highlights key words in text.

Introduction

Step1 Ask students what they do to help them read.

Step 2 Practice or revisit visualizing using a prepared sentence.

Step 3 Explain purpose of the session - to learn another strategy to help with reading.
i.e. **Read and then say it in your own words.**

Step 4 Demonstrate - teacher reads first sentence from text.

Step 5 Teacher says it another way.

Step 6 Teacher and students read individual sentences from the text.

NB For each sentence
- Read the sentence.
- Brainstorm alternatives for highlighted words in the sentence.
- Teacher Records these words on an A3 Sheet.
- Use a thesaurus if necessary.
- Teacher models paraphrasing. Teacher records this on an A3 Sheet.
- Students attempt paraphrasing. Teacher records on an A3 Sheet.

Step 7 Review
Teacher Asks - What did we do?
Students Answer - Read, say it another way. Write it
Teacher Asks - Did it help you understand?

Step 8 Individual students paraphrase sentences. Read, Find synonyms, Say and Write.
Teacher records on an A3 Sheet.

Step 9 Students share their paraphrases

Step 10 Students review what they did. Teacher asks, Can you tell me about
paraphrasing a text?

Students' Possible Answers

1. The first step in paraphrasing is to read a text.
2. The second step is to ask yourself questions about the main idea and details.
3. The third step is to put the main ideas and details into your own words using complete sentences**.**

NB At the end of the session the teacher types students' answers and synonyms found and pastes these into their journals.

INTRODUCTORY SESSION 2

Step 1 Students review the steps of paraphrasing.

Step 2 Teacher and students read individual sentences from the text.

NB For each sentence
- Read the sentence and visualize.
- Share what students have visualized.
- Brainstorm alternatives for highlighted words in the text. Teacher records this on an A3 Sheet.
- Use a thesaurus if necessary.
- Teacher models paraphrasing. Teacher records this on an A3 Sheet.
- Students attempt paraphrasing. Teacher records this on an A3 Sheet.
- Teacher monitors the students work and gives feedback**.**
- Students write the synonyms and their paraphrases into their journals.
- Students share their paraphrases.

Step 3 Review

Students are asked what they know about paraphrasing.
Possible Answers

1. The first step in paraphrasing is to read a text.
2. The second step is to ask yourself questions about the main idea and details.
3. The third step is to put the main ideas and details into your own words using complete sentences.

TEACHING SESSIONS 3 TO 8

Prior preparation. Teacher reads new text
Identifies and highlights key words in text.

Task	Method	Time
Previous text retell	Students retell what they remember about the previous text.	**5 Mins**
Previous text re read	Students read focus sentences from previous text. Students paraphrase text referring back to their written paraphrases if needed.	**5 Mins**
Review	Ask students to explain what they are going to do while reading i.e. • Read the sentence. • Say it in my own words using the synonyms. • Write it	**1 Min**
	PROCESS FOR EACH SENTENCE	
New Text Synonyms	Teacher and students read the sentence. Students brainstorm synonyms for highlighted key words in the sentence. Use a thesaurus if necessary. Teacher records on an A3 Sheet Students record these synonyms into their journals.	**3 Mins**
Paraphrase	Students read sentence Students say the sentence in their own words using the synonyms. Students record their paraphrases into their journals. NB Teacher records on an A3 Sheet if students are having difficulty and need the modeling prior to students writing in their journals.	**3 Mins**
Assessment	Teacher implements Spontaneous Retell Sequence Option – Record on Audio Tape Recorder. Option - Students listen to themselves on audio tape.	**4 Mins**
Review	Students comment on what has been learnt in the session.	**3 Mins**

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Appendix 2
SPONTANEOUS RETELL SEQUENCE

Adapted from John Munro's Spontaneous and Cued Retelling Sequence (2003)

Characteristic of retelling of a recount	Ideas in the recount	Number of Ideas in text	Spontaneous		Cued	
			A	B	A	B
Where do the event/s take place?						
When did the events happen?						
Who are the characters/ people?						
Events of the story						
Evaluative Unusual event	e.g Did anything unusual, funny ,interesting, happen? Who did it happen to?					
Inferential ideas (infer, predict, explain, read between the lines)	Why do you think…. What might have happened…. How do you think…felt….					
		Total Score	SS	SS	SS	SS
		Percentage Score				

N.B
- **SS - student score**

- Ideas in the recount were listed for each session.
- Only spontaneous results were used to gain a score.
- Results gained by cueing were listed but not included in the students' scores
- The students' totals were converted to a percentage in relation to the total ideas contained in the text read.