Abstract

Often students' ability to read and decode text is higher than their ability to understand and comprehend the text they are reading. As many students move from their first two years of schooling into Grade 2 it appears that their ability to read and decode text is higher than their ability to understand and comprehend text.

The hypothesis is that explicitly **teaching Year 2 students, who are accurate decoders but have difficulties in comprehension, to paraphrase text, will increase their reading comprehension.** Research indicates that teaching students paraphrasing, as one of the comprehension strategies, can increase their comprehension ability.

The paraphrasing strategy was explicitly taught to a Grade1/2 class with further instruction of 20 minute lessons to the teaching group.10 lessons over a period of 3 weeks were taught. The students were explicitly taught the paraphrasing strategy at sentence level. The study compared the results of two groups; a teaching group and a control group. Post test results indicated that all the students in the teaching group made some improvement in paraphrasing which improved their comprehension.

The results of this study suggest that teaching paraphrasing as one of the many comprehension strategies while reading improves students' comprehension ability.

Introduction

Reading Comprehension is an area that younger students find difficult. Often students' ability to read and decode text is higher than their ability to understand and comprehend the text they are reading. Parker Hasbrouck and Denton (2002) believe competent readers are able to comprehend a text whereby they use their knowledge about the world to draw valid inferences and understandings from a text.

Students bark at print and do not stop to think or reflect about what is being read and whether it makes sense to them and therefore struggle to understand what they have read. Parker, Hasbrouck, Denton (2002) noted, "students demonstrate poor comprehension for several reasons" Some of the reasons discussed include "Failure to understand key words. Failure to understand key sentences. Failure to understand how sentences relate to one another. " To develop efficient methods of teaching reading we need to understand the process of reading and how the skills are developed. The Multiple Levels of Text Processing (MLOTP) Model (Munro, 2002) describes the reading process as operating at the word, sentence, conceptual (links the concepts in a text), topic (uses the topic of a text and links concepts) and dispositional (recognises the purpose of the text).Information from all levels of processing are used simultaneously to enable the reader to understand what is being read. A 'good' reader would process text at a variety of these levels simultaneously in order to make sense of what they were reading. As they read they would move between the various levels ascertaining their particular need. Those who have difficulty with the reading process may display processing difficulties at one or more of these levels. (Munro, 1995) This would then impact on their ability to successfully engage in a text in an accurate, fluent and meaningful way.

Katims and Harris (1997) discuss the importance of teaching students strategies to interact with text and gain meaning. Students must be explicitly taught comprehension strategies. For the strategy to be learnt by the students the teacher must guide the students through the process so the students see the strategy in action. Students must be given many opportunities to practise these strategies in their own reading, with monitoring and feedback by the teacher.

Katims and Harris (1997) identify the importance of teaching students comprehension strategies which assists students in engaging in text and reading for meaning. It is their belief that students can be taught strategies which include techniques, principles or routines where students can learn to solve problems and independently complete tasks that will improve their comprehension.

In researching the area of teaching comprehension skills studies suggest that the paraphrasing strategy, which was developed at the University of Kansas by Schumaker, Denton and Deshler (1984) has been found to increase reading comprehension. Paraphrasing is a comprehension strategy in which the students read a text and are able to say what has been read in their own words. Paraphrasing is identified by Parker, Hasbrouck and Denton (2002), as one of the many strategies that students can use to develop comprehension. The strategy uses an acronym **RAP** to help students remember the paraphrasing strategy. **R**ead the text, **A**sk Yourself questions about the main ideas and details. **P**ut the main idea and details into your own words. In a study by Katmis and Harris (1997) it was found that this acronym helped students remember and use the steps in the strategy, although quite a complex strategy.

Fisk and Hurst (2003) suggest that, "when students are taught a technique for how to paraphrase text, paraphrasing can strengthen comprehension of both fiction and non-fiction. (p.182) they use 4 simple steps to develop the paraphrasing strategy to increase comprehension. a) initial reading of the text followed by discussion b) second reading of text accompanied by note-taking c) written paraphrasing d) sharing of the written paraphrase. They note that, "Paraphrasing for comprehension is an effective reading strategy that helps students process and comprehend what they are reading and learning" (p184)

A research done by Lee &Von Colln(2003) into Cognitive Strategy Instruction shows that paraphrasing is an effective means of teaching children who display learning difficulties and that it has shown to have a positive effect in reading comprehension. The finding in their research suggests the usefulness of the paraphrasing strategy Schumaker, Denton, & Deshler, (1984) in addressing comprehension concerns. This

research was conducted with one student and there were improvements in the student's paraphrasing score, however it was suggested that further research is essential to ensure the validity of this study.

Most of the research into paraphrasing requires students to work at the paragraph level. Fisk and Hurst (2003) state that to enable a genuine rewriting concentrating on expressing main ideas and supporting evidence paraphrasing is not meant to be a word-by word translation. For the purposes of this investigation the Munro Paraphrasing strategy has been used which paraphrases at the sentence level. It involves the reader to retell a sentence in their own words and to try and substitute as many as the words and phrases in it Munro (2002).The use of the paraphrasing strategy, for young readers is further supported by Munro where it involves working on one sentence at a time in terms of its literal meaning. Parker, Hasbrouck and Denton (2002) also suggest to begin at sentence level. The teacher needs to explicitly model the skill and provide scaffolding for the learning of the strategy. It must be noted however, that paraphrasing is but one comprehension strategy.

The present investigation aims to study the effect of explicitly teaching paraphrasing by reading and developing an understanding of the meaning in a text. These students are of ESL background and are able to decode text at their appropriate age level but show very little understanding of the text read and have poor comprehension skills. They have difficulty using strategies to assist them in gaining meaning from a text and therefore display poor comprehension.

The hypothesis is that explicitly teaching Year 2 students, who are accurate decoders but have difficulties in comprehension, to paraphrase text, will increase their reading comprehension.

Method

Design

The study uses an OXO design. Improvements in the ability to paraphrase will improve reading comprehension. The study compares two groups, a control group and a teaching group.

Participants

The students selected to participate in the study are currently in Grade 2. Although the students are from a Grade 1/2 class the students were selected from Grade 2 as it was identified that as students become great decoders, their comprehension level remains very low. Most of the students in Grade 1 are still identified as needing to work on reading strategies e.g. self correcting, re reading. The teaching group was selected from one class and the control group was selected from another. Students were selected based on their PROBE and Paraphrasing scores. The students are of NESB (Non English Speaking Background) with the exception of student E and have limited personal experiences and need lots of talk and orientation into a text before reading. Oral language is a big focus in these students' classroom as there still needs to be lots of work with language structures and conversation. Student D has a learning disability (Autism).He attended an Autistic School for his first year of schooling. He is not eligible for funding and functions well in a mainstream school. The teacher observed these students as being able to decode accurately but find it difficult to understand the text read. They have good reading strategies in place, in terms of re-reading, self correcting and monitoring their reading, but they were not able to retell or recall many of the events or information in their reading. The students scored 96% or above accuracy in their oral reading and 50% or below in their reading comprehension.

The table below provides further information regarding the participants.

Table 1.

Name	Age in months	Gender	Grade	Teaching Group-T Control Group-C	NESB	EMA	Learning Disability 1-Yes 0-No	Probe Acc PRE %	Probe Comp PRE %	Para PRE %
A	84	F	2	T	Y	Y	0	96	50	33
B	93	F	2	T	Y	N	0	100	37	37
C	86	M	2	T	Y	Y	0	96	25	33
D	95	M	2	T	Y	Y	1	96	12	14
E	94	M	2	T	N	N	0	97	50	36
F	87	F	2	T	Y	Y	0	99	25	50
G	89	F	2	C	Y	N	0	99	37	50
H	93	M	2	C	Y	N	0	96	25	21
I	95	F	2	C	Y	Y	0	99	37	33
J	86	M	2	C	Y	N	0	96	50	14
K	90	F	2	C	Y	Y	0	99	37	33
L	90	M	2	C	Y	Y	0	99	50	33

Materials

Pre and Post test material

PROBE (Prose Reading Observation Behaviour and Evaluation of Comprehension)

Paraphrasing Test (adapted from Munro 2005) This was adapted for Grade 2 students.

Only 8 sentences were used from the test to make up a shorter text.

Text used in instruction

Big Books (Shared Reading)

- Barber, M. The Funny Old Man and the Funny Old Woman

  Bookshelf Big Book

- Butterfield, M. Looking at animals in the Ocean

- Cowley, J. The sunflower that went FLOP!

  Story Box Big Book

- Lock, S. Hubert Hunts his Hum

  Read it again

- Powell, J. Rain and us

Procedure

For this study PROBE was administered to assess reading accuracy and reading comprehension and a Paraphrasing test to assess their paraphrasing ability. PROBE was administered one on one where students were required to read a non-fiction passage "Crocodiles" which is 7-8 years age appropriate. The students were required to read out loud so that a Running Record was taken to determine age level reading accuracy. The students were then asked comprehension questions about the text. The students replied orally and the administrator recorded all responses. There are six types of questions, which are used, literal, reorganisation, vocabulary, evaluation, reaction and inference. The students scored 96% or above in the oral reading and 50% or below in the reading comprehension.

The Paraphrasing test was adapted from Munro (2005) and was administered one on one where the students paraphrased a short text one sentence at a time in response to the instruction: "I will read a sentence to you. Try to say the sentence in your own words and change as many words as you can" All responses were recorded by the teacher.

The teaching procedure was based on John Munro's (2005) Comprehension-Paraphrasing teaching strategy. Shared Reading material (big books) was used to teach the strategy, where the students read along together using a big book. Students had the opportunity to read the text together but were able to put each sentence in their own words independently at each session. The whole class participated in the Shared Reading session with the focus of teaching the Paraphrasing strategy for a period of 10 sessions over 3 weeks. Students in the teaching group were then withdrawn from the classroom for a further 10, 20 minute sessions. In the small teaching group the lessons conducted with the whole class was reviewed using the same text and further developing the strategy within a small group situation with the teaching group.

In session one the strategy was introduced and the teacher modelled paraphrasing. The students were asked to read the sentence together and discuss the main idea in each sentence. With the students the teacher reviewed the action and asked the students to practise paraphrasing another sentence. The teacher reviewed the action

and to assist the students in knowing what to do when paraphrasing the teacher recorded the following steps on a poster:

Read a sentence and think about the main idea in the sentence
Change as many words as you can without changing the meaning
Say the sentence again in your own words

In sessions 2-6 all students' responses were oral and recorded by the teacher. In sessions 7 -10 the students were asked to paraphrase and write the sentences in their own words. Each session followed the same procedure, which was as follows:

- Reviewing and restating the paraphrasing strategy
- Reading the sentences recorded from the previous session
- Introducing the new text and selecting 6-7 sentences to paraphrase
- Individual paraphrasing of each sentence (orally in sessions 2-6 and written sentences in sessions 7 -10)
- Recording the sentences paraphrased.
- Revising and restating the strategy used.

Students in the control group continued to participate in their regular literacy program. As part of the literacy program all students participate in small group instruction based on their needs where explicit teaching takes place. The control group continued to work in this way where small group instruction was conducted on a daily basis.

 Following the three weeks of instruction all twelve students were assessed using the same material as used in the pre-testing.

Results

Results support the hypothesis that explicitly teaching Year 2 students, who are accurate decoders but have difficulties in comprehension, to paraphrase text, will increase their reading comprehension. The reading accuracy post testing scores maintain that all students both in the teaching group and the control group are accurate text decoders. There was a slight increase in the scores. (Figure1.) Both the teaching group and the control group show an average reading accuracy of 99% in the post testing.
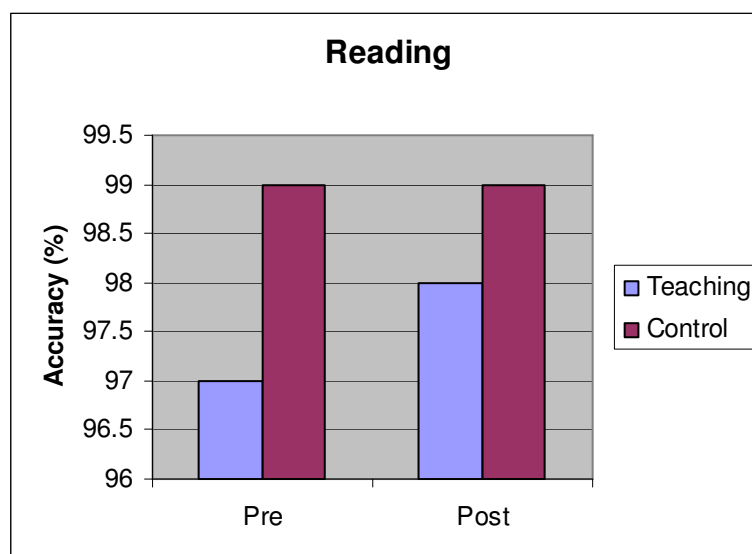
Reading

Figure 1 Average Reading Scores

All students in the teaching group showed an increase in their average comprehension scores. All students in the teaching group made greater gains than those in the control group. Comprehension scores of the teaching group improved significantly from an average of 33% to 57% compared with an average of 41% to 51 % for the control group. (Figure 2).
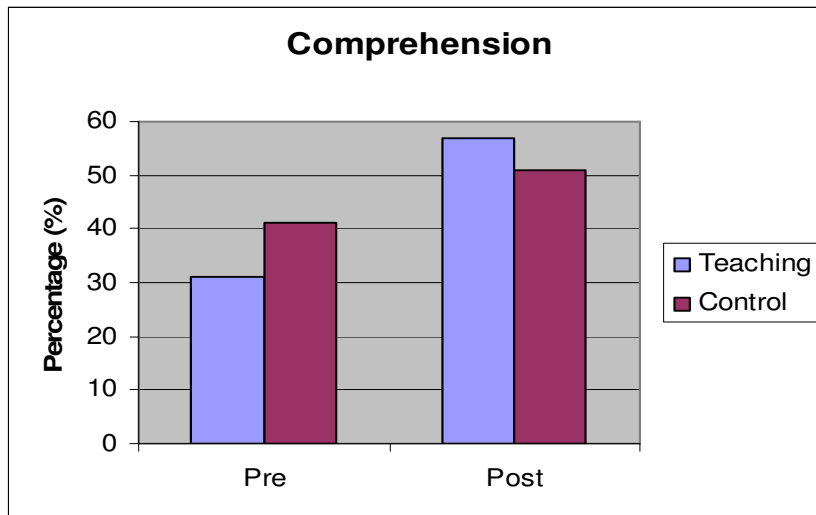
Comprehension

Figure2. Average Comprehension Scores

Post testing results also indicate an increase in the average paraphrasing scores by both the teaching and control group.(Figure 3) Although the teaching group did start at a slightly higher point than the control group, like the comprehension, greater gains were made by the teaching group.
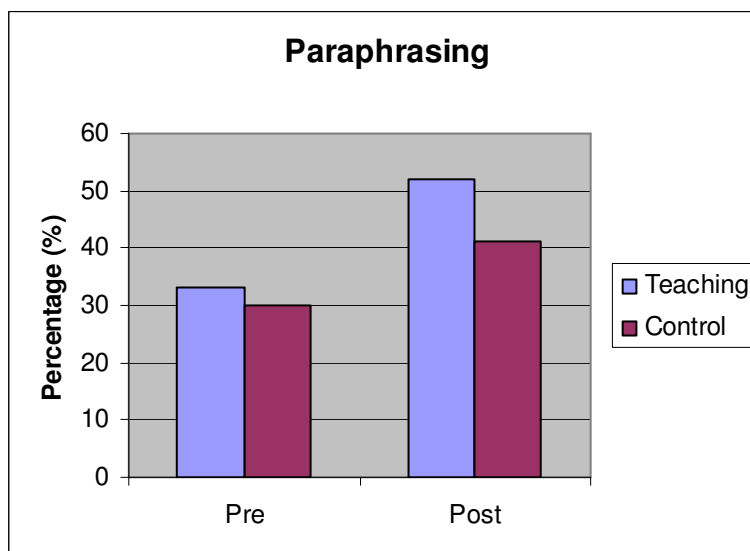
Paraphrasing

Figure3. Average Paraphrasing Scores

The average scores (Figures1,2 &3) indicate that most gains were made in reading comprehension by the teaching group, an average increase of 26% compared to the control group which showed an average improvement of 10%.
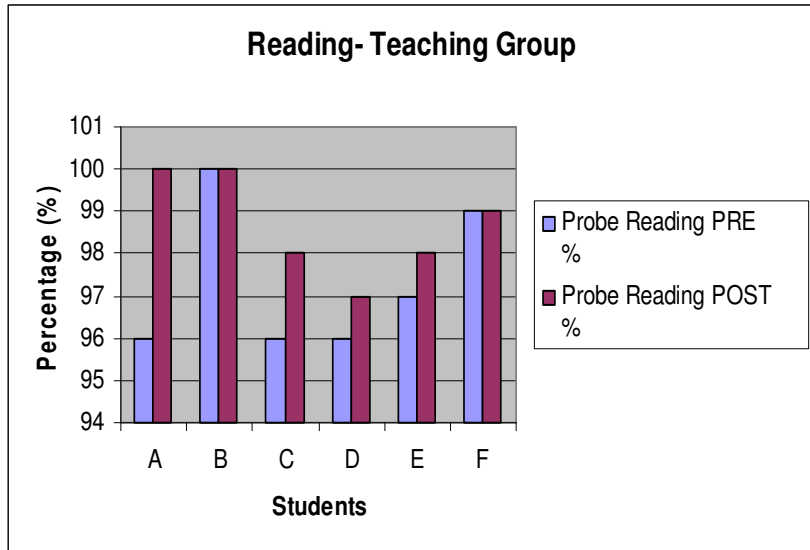
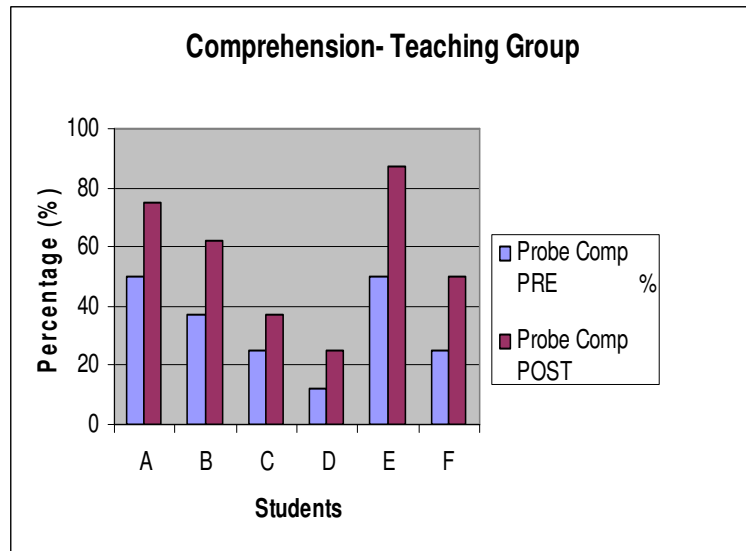Figure4. Students Pre&Post Reading Accuracy Score

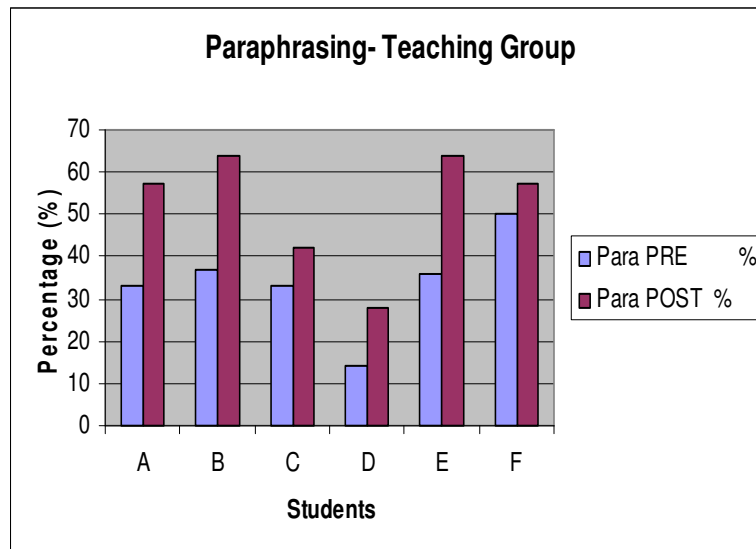Figure5. Students Pre& Post Comprehension Scores

Figure6. Students Paraphrasing Scores

Student E showed significant improvement in his reading comprehension ability as indicated in the scores (Figure5), however only increased 1% in his reading accuracy (Figure 4.)and is one of the lower scoring students in reading accuracy. Student E had good knowledge of the subject "Crocodiles" which was the non-fiction text used and was able to answer more inferential and evaluative questions in his post testing. In the lessons he was a confident participant and was able to use interesting synonyms when paraphrasing and always had a good understanding of the main idea in the text. He contributed well and was able to make lots of self to text connections. He made significant improvement in the paraphrasing post testing (Figure 6). Student E is the only non NESB student in the teaching group. It was quite evident in the lessons that his background knowledge of subject matter was able to assist him understand what he was reading.

Student F increased her reading comprehension score by 25%. (Figure 5) She made very little improvement in her paraphrasing score but she had a score of 50% at pre testing (50%-57%) (Appendix 2, Table 1).Post testing indicated that the inferential and evaluative questions were still difficult for Student F. At pre testing her paraphrasing score of 50% was not reflected in her comprehension score of 25%. She did make more gains in her comprehension score at post testing compared to her paraphrasing score. (Appendix 2, Table 1). She participated very well in the lessons

and was able to contribute without any difficulty. She appeared to have a good understanding of the paraphrasing strategy; however this was not reflected in her paraphrasing score. Her reading accuracy score (Figure 4.) remained the same (99%)

Student D made little improvement in his reading accuracy scores (96-97%), (Appendix 2, Table 1) comprehension scores (Appendix 2, Table 1) (12-25%) and paraphrasing scores (Appendix 2, Table 1)(14-28%). His participation in the lessons was very limited and a few times got very teary when he did not know how to respond. During the post testing he did not take risks and was not able to go back to the text to locate answers and said he did not know an answer instead of having a go. He does not interact well (student D is autistic) at times and found it a little overwhelming in the small group lessons.

Student C participated enthusiastically although not a confident student. He was able to restate the paraphrasing strategy used, well at each lesson and responded most of the times however not always feeling confident about his responses as he often hesitated. His results did not appear to change significantly in any of the areas tested.

Student B shows an accuracy rate of 100 %(Figure 4) both at pre testing and post testing. A more difficult text was not selected as the comprehension test would have been very difficult as her comprehension score at pre testing was 37 %(Figure5). Student B was a very confident participant in the group and was always eager to contribute. At times she was unable to find the right word to change to enable her to paraphrase. She interacted well with Student E and was able to work well with him to build a bank of new words to assist her with the paraphrasing. In the post testing there was still some evidence of her inability to know the meanings of some words which made it difficult for her to paraphrase independently with out scaffolding. She showed gains both in her paraphrasing score and comprehension. She still found it difficult answering the inferential and evaluative questions in the post testing.

Student A was not a confident participant in the lessons. She very rarely contributed and more often than not waited for others to respond first. Her reading accuracy increased from 96%-100 % at post testing (Appendix 2, Table 1) and worked well to monitor her reading. She showed some improvement both in her comprehension and

paraphrasing scores. She was unable to answer neither the inferential nor the evaluative questions in the post testing, so there was no improvement in this area of comprehension.

The control group made less improvement in the reading accuracy, comprehension and paraphrasing scores. Student J demonstrated no progress in reading accuracy and comprehension at post testing but showed a slight improvement in his paraphrasing score. Students G and I made an improvement of 25% in reading comprehension however their paraphrasing scores did not increase significantly. Student L made the most gains from the control group in his paraphrasing score which was only 17% compared to Student E in the teaching group whose paraphrasing score increased by 28%.

Discussion

The results of this study and research show that there is a positive trend which indicates that students made improvements in using the strategy of paraphrasing, which showed an increase in students' reading comprehension ability. There is support for the hypothesis which suggests that teaching students the paraphrasing strategy when reading increases their comprehension.

The findings support the validity of the work of Katims and Harris(1997),Fisk and Hurst (2003), Parker et al. (2002) and Lee and Van Colln(2003) who suggest that students' comprehension of a text will improve if they use the paraphrasing strategy when reading.

When the paraphrasing strategy was first introduced the students found it very difficult to use the strategy and were only rearranging words more than changing words and adding other words. They then began reading word for word and only changing one or two words as they were reading the sentence, rather than reading the sentence first and thinking about the meaning and then changing the sentence into their own words. Fisk and Hurst (2003) state that to enable a genuine rewriting

concentrating on expressing main ideas and supporting evidence paraphrasing is not meant to be a word-by word translation. This often caused the students to lose meaning of the text. This is where it was necessary to stop and discuss the importance of maintaining the meaning of the text .The students improved in their ability to change the sentence by changing words and adding new words. Parker et al (2002) discusses how many students have poor comprehension because they do not understand key words in a text. There was evidence that the students struggled with understanding key words. Many times there needed to be some explanation and discussion of the meanings of key words in the text.

Sentence structure was often a concern especially with Students A, B and D. Often these students made grammatical errors when paraphrasing both orally and written. As a school with high NESB students it is essential that oral language is a priority especially in the students' first year of schooling. There was evidence during the lessons that oral language structures need to be monitored regularly and lots of modelling is still essential with these Grade 2 students.

As cited in Lee and Van Colln(2003) Belloni and Jongsma, (1978) suggests that story interest affects reading comprehension. Student E who made significant gains in his comprehension score stated how he likes reading about "Crocodiles" which was the non fiction text used for pre and post testing and that he knew lots about the subject matter. Student E is also the only non NESB student in the teaching group who has good general knowledge and was able to make text to self connections. The NESB students needed more scaffolding and talk during the reading of the text. There were many concepts and key words which were difficult for the NESB students to understand without lots of explanation. The interaction with Student E in the group helped students understand these key words. Whilst scaffolding and discussion during the lessons indicated the students were using the paraphrasing strategy to assist them with their comprehension, the post testing did not reflect this in the scores of students B and F. Both of these students interacted well in the lessons and were confident participants.

Reviewing the strategy and using the poster with the steps of the strategy to prompt them was helpful to them in remembering what to do. Most students struggled with

saying the word "Paraphrasing" to begin with. By the end of the lessons all students were able to remember the steps of the strategy and discussed how the steps helped them remember what to do when reading. Katims and Harris (1997) use the acronym RAP in helping the students remember the strategy. Munro's Paraphrasing strategy was adapted for this study and the students were able remember the steps without using the acronym RAP. They used the following steps:

Read a sentence and think about the main idea in the sentence.

Change as many words as you can without changing the meaning.

Say the sentence again in your own words.

The students were able to restate these steps at each lesson.

During this study the students were only explicitly taught the strategy of paraphrasing and there was an increase in their comprehension levels. It would be interesting to investigate what effect explicit teaching of another strategy such as visualising together with paraphrasing would have on the students.

It would also be interesting to continue to monitor these students over the next twelve months (longer if possible) to assess whether or not the intervention had a long term affect on the students ability to read.

As the lessons were conducted using the shared reading strategy where the students read the text together, it would be interesting to investigate how these students would work on reading a text independently at an instructional level, without the modelling of the teacher. Choice of appropriate text would be another consideration. If students select text that they are familiar with or have an interest in, how would this impact on how they paraphrase and understand the text to improve their comprehension.

Although the paraphrasing strategy was explicitly taught to the whole class they did not participate in pre and post testing. It would be interesting to investigate pre and post test results to determine whether teaching a whole class can be an effective way of teaching the paraphrasing strategy to improve comprehension.

Teachers need to continue to look at their practice to prevent reading failure. They need to optimise their reading instruction to ensure all children successfully learn to

read. They also need to ascertain where students are experiencing difficulties. The identification of these students needs to be followed up with assessments and then explicit teaching at their point of need.

References/Bibliography

Barber, M. (1987) The Funny Old Man and the Funny Old Woman
Martin Educational, Australia

Butterfield, M.(1999) Looking at animals in the Ocean
Belitha, U.K

Cowley, J. (1984) The sunflower that went FLOP!
Price Milburn, Australia

Fisk, C & Hurst B (2003) Paraphrasing for comprehension. The Reading Teacher , 57, 2, 182-185

Katims,D.S. & Harris, s (1997). Improving the reading comprehension of middle school students in inclusive classrooms. Journal of Adolescent and Adult Literacy, 4, 2, 116-123

Lee, S.W. & Von Colln, T. (2003). The Effect of Instruction in the Paraphrasing Strategy on Reading Fluency and Comprehension . University of Kansas 18p.

Lock, S.(1980) Hubert Hunts his Hum
Ashton Scholastic, Australia

Munro, J. (2005) Comprehension – Paraphrasing Strategy. Literacy intervention Strategies lecture notes, 2005

Parkin, C, Parkin, C, & Pool, B. (2002) PROBE

Parker, R, Hasbrouck, J.E. & Denton, C. (2002). How to tutor students with reading comprehension problems. Preventing School Failure, 47, 1 45-47

Powell, J.(2000) Rain and us User Friendly Resources, New Zealand

Appendix 1

Teaching Unit   Paraphrasing

MLOTP Students will be working at sentence level.

John Munro's Comprehension-Paraphrasing Strategy (2005)

All 10 lessons were taught with the whole class during Shared Reading where all students read the text together. The teaching group was then withdrawn for a further 20 minutes to continue working with the text used with the whole class to continue practising the paraphrasing strategy.

Lesson 1
Text: The Funny Old Man and the Funny Old Woman (*Martha Barber*) (*Bookshelf Big Book*)

Whole Class

1. **Introduction of the strategy:**
   We are going to learn something new that you can do, to help you understand what you are reading. It's called paraphrasing. First you read the sentence. Think *about what the idea is in the sentence. Try and change as many words as you* can *without changing the meaning. Say the sentence again in your own words.*

2. **Teacher modelling of strategy:**
   Let's read the first sentence together. What are the main ideas in the sentence?
   I will now try and change as many words as I can without changing the meaning.   I will write my sentence on the board and read my new sentence.

3. **Reviewing the action:**
   Let's have a look at what we did. We read the first sentence together. We discussed what the main idea in the sentence was. I *changed as many words as I could without changing the meaning. Did it help you understand what the sentence said?*
   Teacher has following steps on a poster
   • Read the sentence and think about the main idea in the sentence.
   • Change as many words as you can without changing the meaning
   • Say the sentence again in your own words
   Teacher and students read the steps on the poster. Poster is displayed.

4. **Students practise:**
   Let's read the next sentence together. Students try and change one or more words to practise the strategy. They tell a partner what word/s they will be changing and   read the whole sentence to them. Ask for some individual responses and record.

5. **Students review the action:**
   What do you now know about paraphrasing? What steps do you use to help you paraphrase?
   Students say the steps orally.

Teaching Group Lesson 1
Text: The Funny Old Man and the Funny Old Woman (Big Book)

1. **Reviewing the action:**
   Students review what they did when they paraphrased with the whole class.
   What did we do when we were reading the story this morning? Ask students for their responses. *Did it help you understand what the sentences said?*

2. **Reviewing the strategy**
   Students review the strategy using the poster to read the steps.

3. **Text Reading from previous session**
   Students re-read sentences from the session with the whole class.
   They read one sentence at a time and then re-read paraphrased sentences (one at a time), from the previous session, recorded by the teacher.

4. **Teacher modelling of strategy:**
   Let's continue with the story from this morning. Together let's read the next part of the story. Let's read this sentence together. What are the main ideas in the sentence? I will now try and change as many words as I can without changing the meaning. I will write my sentence on the board and read my new sentence.

5. **Introduction of new text:**
   Students say the paraphrasing strategy before they begin reading.
   Students read new text together.
   In pairs students paraphrase 3-4 sentences.

6. **Students review the action:**
   What do you now know about paraphrasing? What steps do you use to help you paraphrase?

Lesson 2
Text: The Funny Old Man and the Funny Old Woman (Big Book)

1. **Reviewing the strategy**
   Students review the strategy using the poster to read the steps.

2. **Text Reading from previous session**
   Students re-read sentences from the previous session.
   Re-read paraphrased sentences, from the previous session, recorded by the teacher.

3. **Teacher modelling of strategy:**
    Let's continue with the story from yesterday. Together let's read the next part of the story. Let's read this sentence together. What are the main ideas in the sentence? I will now try and change as many words as I can without changing the meaning. I will write my sentence on the board and read my new sentence.

6. **Introduction of new text:**
    Students say the paraphrasing strategy before they begin reading.
    Students read new text together.
    In pairs students paraphrase 3-4 sentences.
    In lesson 3 and 4 students paraphrase **individually**

5. **Reviewing the action:**
    Students review what they did when they paraphrased.

Lessons 3-4
Text: Hubert Hunts his Hum *(Sue Lock)*
(***Read it again Big Book***)

Lessons 5-6
Looking at animals in the Ocean *(Moira Butterfield)*
(***Non Fiction Big Book***)

1. **Restating the strategy:**
    Students state the steps taken to help them paraphrase. Use the poster to remind them of the steps.

2. **Reviewing the strategy**
    Students review the strategy.

3. **Text Reading from previous session**
    Students re-read sentences from the previous session.
    Re-read paraphrased sentences, from the previous session, recorded by the teacher. *What did we do?*

4. **Introduction of new text:**
    Today we are going to try and practise the paraphrasing strategy using non fiction text. We are going to read some information about animals in the ocean. What will you do in your mind before you start reading?
    Students read new text together with the teacher.
    In pairs students have a go at paraphrasing at least one sentence.
    Students say their responses and teacher provides feedback.

5. **Reviewing the action:**
   Students review what they did when they paraphrased.

6. **Restating the strategy:**
   Students state the steps taken to help them paraphrase. Use the poster to remind them of the steps.

Lessons 7-8
The sunflower that went FLOP! (*Joy Cowley*)
(***Story Box Big Book)***

Lessons 9-10
Rain and us *(Jillian Powell)*
(***Non Fiction Big Book)***

1. **Restating the strategy:**
   Students state the steps taken to help them paraphrase. Use the poster to remind them of the steps.

2. **Reviewing the strategy**
   Students review the strategy.

3. **Text Reading from previous session**
   Students re-read sentences from the previous session.
   Re-read paraphrased sentences, from the previous session, recorded by the teacher. *What did we do?*

4. **Introduction of new text:**
   What will you do in your mind before you start reading?
   Students read new text together with the teacher.
   Individually students paraphrase 3-4 sentences.
   Students are asked to paraphrase one sentence orally to a partner and then **write**   the response and teacher provides feedback.

5. **Reviewing the action:**
   Students review what they did when they paraphrased.

6. **Restating the strategy:**
   Students state the steps taken to help them paraphrase.

Appendix 2
Table 1

Comparison of Pre-Test and Post-Test Reading, Comprehension and Paraphrasing
Scores

Name	Teaching Group-T Control Group-C	Probe Acc PRE %	Probe Acc Post %	Probe Comp PRE %	Probe Comp Post %	Para PRE %	Para Post %
A	T	96	100	50	75	33	57
B	T	100	100	37	62	37	64
C	T	96	98	25	37	33	42
D	T	96	97	12	25	14	28
E	T	97	98	50	87	36	64
F	T	99	99	25	50	50	57
G	C	99	99	37	62	50	57
H	C	96	99	25	37	21	28
I	C	99	99	37	62	33	42
J	C	96	99	50	50	14	28
K	C	99	99	37	50	33	42
L	C	99	100	50	62	33	50