Learning how to use paraphrasing strategies, while reading, improves comprehension for students in grade four.

Abstract

This research aims to test the *hypothesis* that learning how to paraphrase while reading enhances comprehension for underachieving year four students. Comprehension is an essential component of reading. The students in this research had previously been identified as having comprehension difficulties. Even though able to decode words in text, they were unable to attain meaning from what they had read. Being able to sound out a word did not guarantee that the child understood that word "on the run" as they read.

There are a variety of ways to increase comprehension skills in students through instruction. Since Paraphrasing correctly shows that the reader has understood what has been read, these teaching sessions were based on teaching the students to put what they read it into their own words in a logical manner, and hence to demonstrate that they have understood what they have read.

The study involved a pre test / post test design that targeted students in year 4 in a regular 4/5 classroom. Four students were chosen: three boys and a girl. The average age was 9 years 6 months at the time of this investigation. It was implemented over a ten session period. Post test and pre test comparisons significantly showed an improvement in student reading comprehension.

 However this study shows that the teaching of reading in the middle years should incorporate provision for paraphrasing and vocabulary discussion particularly to support students with comprehension difficulties. Comprehension instruction is a vital and dynamic area in reading to improve student understanding of the text. It improves as a result of specific vocabulary instruction for some students. When the students in this study were taught vocabulary in a thorough way, there comprehension of what they read improves. This therefore, should encourage all teachers to include paraphrasing strategies in reading lessons to support student learning.

Introduction

The impact of reading comprehension on our lives has never been as crucial as in modern society today. There has been an increase in the requirements for students to comprehend what they read in all facets of print, in reading – a variety of different genres, email, internet, advertising, television and the print media. Expectations for students in grade four include an ability to understand what they read. Many students at this level have difficulty understanding what they read.

Reading comprehension requires the reader to be an active constructor of meaning. This requires a hierarchy of skills, from processing of individual letters and sounds to text processing competencies. Skilled comprehension requires fluid articulation of all these processes, from recognition of individual words to the understanding of sentences as part of longer texts. Reading research has demonstrated that readers do not simply perceive meaning that is in the text but co-construct meaning with the text. Reading is a transaction in which the reader brings purpose and life experiences to the text (Jeff Wilde: Teaching Comprehension Reading Resources Network). However, this is often not the case. Some students require intervention in order to become proficient readers. The focus of current research is on the actions readers employ states John Munro (The use of Reading Comprehension Strategies at Multiple Levels of Text Processing) to achieve adequate levels of comprehension. These actions are ways of thinking about the ideas in a text and are referred to as "reading comprehending strategies (Munro 1996) Students learn the strategy and then can remind themselves of what to do to store what they have just read and understood in long term memory.

Past research has demonstrated that students with low reading achievement have difficulty understanding what they read, that is making meaning from the text. There is a real need for many educators to be aware of what they can do to increase students' meaning making skills - comprehension. John Guthrie and his associates have done much to increase understanding about how readers search text for information and can be taught to do so more efficiently (Guthrie, J. T. Locating information in documents: Examination of a Cognitive model (Reading Quarterly 23, pp178 – 199, 1988).

Good comprehenders use a flexible repertoire of comprehension fostering and monitoring activities, and use both cognitive and metacognitive strategies to facilitate text comprehension. Many researchers are now turning their attention to the development of comprehension abilities in students by means of specific comprehension instruction. As James F Baumann states (Baumann J.F. Teaching Comprehension through Literature: A Teacher – Research Project to develop fifth graders' reading strategies and motivation. The Reading Teacher Newark Sept 1999 vol 53 iss1 pg 38) comprehension strategies introduced with literature can give students a greater understanding of what they read. In turn, greater comprehension can lead to greater enjoyment and the start of a life long love of reading."

 Students who do not have strategies for making meaning from the text are at a disadvantage. Research has found that students today are exposed to many and varied texts and it is essential for them to be able to understand what they read. "If reading is the act of searching for and understanding the meaning of the written word then teaching students to paraphrase and then verbalise is a strategy to assist comprehension "As Guillaume states "The more ways we have of gaining information from the text the more empowered we become" (Guillaume A: Learning with Text in Primary Grades : The Reading Teacher Newark 1998) Gaps in comprehension ability will influence the ability of students to read competently and confidently and may show up even more in students who do not know how to use the meagre repertoire of strategies they do know.

"In our efforts to help students better comprehend text, we have found paraphrasing for comprehension to be an excellent tool for reinforcing reading skills" states Beth Hurst (Candice Fisk and Beth Hurst: Paraphrasing for Comprehension The Reading Teacher October 2003 57 pg 182) Many students who read words accurately have difficulties comprehending. They need to know what to do to be able to make sense of what they read. They have difficulty finding the words to express the message of the author and are at a severe disadvantage. Not only are they less able to access the information, but in some cases this difficulty is unnoticed as these same students are often able to decode well and to read with fluency.

Our goal according to Fisk and Hurst (Fisk C and Hurst B : Paraphrasing for Comprehension) as teachers, is to ensure that the students clearly understand what they have read by using paraphrasing for comprehension which includes reading, writing, listening and speaking – which leads to a deep understanding of the text. Paraphrasing involves readers retelling a sentence "in their own words. This task is to generate a literal representation of a sentence read by substituting as many of the words and phrases in it (Munro 1998).

Paraphrasing states Fisk and Hurst it not intended to be a word for word translation but a genuine rewording, concentrating on expressing the main idea and supporting evidence in the students own words. Students will benefit from knowing why paraphrasing is helpful and when to use it. Researchers found that instruction in the paraphrasing technique greatly enhanced reading comprehension of 47 middle school students with learning disabilities. (Ellis and Graves,1990, Auerbach and Bender 1996) Less successful readers lack control and knowledge of this strategy. Katims and Harris (Katims D and Harris S: Improving the Reading Comprehension of Middle School Students in Inclusive Classrooms Journal of Adolescent and Adult Literacy) found that the use of the cognitive strategy (of paraphrasing) improved students reading comprehension scores statistically significantly. This improved comprehension with paraphrasing at the third grade level supports and extends their earlier work of 1997.

During paraphrasing, readers learn to generate microstructures of sentences by using synonyms to retell them. The findings of this study have a range of implications for literacy education. They indicate the value of explicit strategy instruction on reading comprehension and support the implementation of curricula that introduce these in a developmental way. Paraphrasing gives students the opportunity to talk about new ideas and to link these with previous experience. It helps retain the ideas in short term memory and teaches students to read and then say what they have read in their own words.

Since these strategies are used every time a student reads then it is imperative that students become proficient in the use if paraphrasing.

Paraphrasing involves working on one sentence at a time in terms of literal meaning (Munro) Hurst et al suggests that "in our efforts to help students better comprehend text, we have found paraphrasing to be an excellent tool for reinforcing reading skills (paraphrasing) …..is a powerful method that teachers can use to improve content understanding, learning and interest while developing reading content, communication and creative skills. "This strategy not only gives students a reason to read but some researchers have found that it encourages then to keep on reading and learning together.

Michael Pressley who has spent over thirty years thinking about how to improve students' reading comprehension states that many researchers are now turning their attention to the development of comprehension abilities in students by means of specific instruction. (Pressley M Comprehension Instruction: What makes sense now, What might make sense soon. Handbook of Reading Research) When students are encouraged to say what they have read in their own words sentence by sentence they link the ideas in the sentence with what they already know and are able to make meaning from what they read.

Students with reading difficulties are often passive learners. Good readers as identified by Pressley are extremely active as they read, make predictions, associated ideas with prior knowledge, figure out vocabulary meanings and paraphrase. Less able readers exhibit a lack of such activity. Reading researchers have developed approaches to stimulate active reading by teaching readers to use comprehension strategies. Through oral paraphrasing they are encouraged to become more active, confident learners, empowered with the skills of meaning- making from their own reading assists them to achieve life long success. They paraphrase to remember important points, interpret the text and think about ideas encountered in the text.

Present Study

The present investigation seeks to investigate and extend the earlier research on comprehension by examining the influence of paraphrasing on comprehension in reading fiction text for underachieving grade four students.

In particular it will focus on teaching students to paraphrase sentences in short pieces of text (independent variable) and hence to aim to improve the comprehension (dependant variable) of Year four students with known reading difficulties. These students frequently read words that they are able to decode (sound out) or retrieve from memory, but often do not know what these words mean. By combining a discussion of word meanings and synonyms with paraphrasing it is expected that the reading comprehension for these students will improve.

The students will be taught to paraphrase (say in their own words) sentences as they read; to look back over the text and to discuss the meaning of difficult or unknown words. Improvement will be measured using Running Records (that is record of Oral Reading) and the Probe Test of Reading Comprehension. Receiving explicit teaching and modelling will lead to an improvement in reading comprehension.

Method

Design

A pre test – post test comparison design was used to assess the effectiveness of the strategy of paraphrasing. The intervention was completed over a 5 week period, with children receiving 45 minutes of intervention three times a week. No session occurred on consecutive days. All lessons were conducted in the students' own classroom.

All pre testing was completed during a 2 week period prior to the reading intervention.

The explicit teaching of paraphrasing will make use of a sequence of paraphrasing lessons based on the John Munro framework of teaching Paraphrasing. New learning will be modelled throughout the course of the ten lessons. Accuracy in prose – reading along with student understanding and new learning will be monitored throughout the course of the ten lessons.

Planned instruction involved lessons prepared in advance and taught directly within the context of short pieces of text. The teacher explained the strategy, modelled it and provided guided and independent practice, all within a meaningful story context.

Participants

The participants chosen for this study were four grade four students: three boys and a girl from the same class, who have a history of reading difficulties. Two were graduates from Reading Recovery (year One) and continued to exhibit reading difficulties in the area of comprehension. They were selected for this study based on their initial assessment results and teacher recommendation.

All four participants had difficulties comprehending text at the sentence level. Of particular concern was their ability to gain meaning from the words they were able to say and read - their comprehension was in the below average range. They had a tendency to keep reading even when the reading did not make sense

These students were reading below the expected benchmark level for grade four and their comprehension was below average range. Data collection on these students since grade one continued to highlight these students. This group did not exhibit any visual, hearing or speech impairments. One (student 1) had been diagnosed with auditory memory processing difficulties. See chart below

Participants	Description of learning difficulties
Participant 1	• Reads rapidly and with some expression, attends to punctuation, but often gives the wrong inflection as some words are not understood. • Has previously diagnosed short term auditory memory processing difficulties. • Attempts to chunk words and blend known sounds but leaves out words that are not known • Retelling is extremely poor. Can't tell what the action was in the sentence and doesn't use the title to gauge context for the story. • Literal comprehension difficulties
Participant 2	• Has a small repertoire of reading strategies, including a bank of known words. • Poor use of punctuation while reading aloud. • Frequently recognizes known words and retells stories from own experience not those in the text. • Is enthusiastic and has good oral language skills.
Participant 3	• Needs prompting and guidance, • has a small repertoire of reading strategies and a bank of know words, • Stops reading when words are difficult. • Poor use of punctuation while reading aloud • Word recognition is age appropriate but is unable to make sense of the words used. • Difficulty linking prior knowledge to what has been read. • Shows no interest in wanting to read.
Participant 4	• Has a range of reading strategies but is not aware when reading does not make sense, and • is unable to recall ideas in the text. • Recognizes one idea from the text and goes off on a tangent to describe his own experience • has a perception that he is a good reader and reads at a quick pace. • Inaccurate intonation when reading aloud. • Frequently argues that his ideas from the reading are correct but cannot find proof in the text when challenged.

Materials

The narrative texts used for the strategy instruction and assessment had a readability index in that grade level (Fry 1977)

- **Burt Word Reading Test** used to identify and measure the individual student's word recognition skills and to calculate the reading age

- **Probe Comprehension of Reading Test** administered individually to analyse the student's comprehension ability. Students silently read the passage and then were asked questions which they answered orally.

- **Running Record** (Record of Oral Reading) Information from this test was especially useful in determining how words were read on the run and how much the students were able to retell from what they had decoded.

- **Retell Framework** John Munro Readers retell the text in their own words without assistance. This provides an indication of how they integrate and consolidate ideas read.

- A series of Ten commercial short stories of similar difficulty

- The fry's readability was used on each story to ensure that they were within the participants reading range and capabilities.

- 10 – 12 Flash cards with target words and 10 – 12 flashcards with synonyms for each session

- teacher journal to record progress over the ten sessions

- Teaching Paraphrasing strategy flow chart   John Munro

Procedure

All four participants were individually administered the pre and post tests. All tests were administered and scored according to procedures outlined in the test manuals. The tasks were administered to the participants over two sessions – running record and retell in the first session and Burt and Probe in the second session.

For the teaching sessions, the teacher worked with the students in their own classroom at the usual literacy time. The Comprehension – Paraphrasing Framework developed by John Munro was used with some modifications See Appendix 2.

Ten lessons over a period of four weeks were allocated to allow for this explicit instruction in paraphrasing at the sentence level. Each lesson lasted between 40 – 45 minutes

Short, fiction texts were used from a variety of grade four comprehension text books. They were chosen based on the Fry's Readability Formula and were approximately the same reading level. The reading material chosen was at instructional level for the students so that they could focus on the comprehension strategy being taught rather than decoding.

Expected OUTCOMES
The student will be able to:

- *Hear or read alternative attempts at re-telling a sentence*
- *Explain what they do when they paraphrase and comment on how it helps them to read better*
- *Use the context in which a word is used to work out its meaning*
- *Paraphrase at sentence level*
- *Read the story in their own words*
- *Answer questions about the details presented in a sentence*
- *Use knowledge gained in the sessions in other areas of reading*
- *Display a more confident attitude to activities requiring reading.*

The sessions were modelled on Teaching paraphrasing strategies – John Munro

During session One the structure of the session was discussed and the students made aware of the expectations – that they were to have an active role in all sessions and that answers such as I don't know. I forget, same as….., which were often used to avoid having to give an answer.

Teaching Sequence

The format consisted of:

1 Explicit paraphrasing instruction   Students will be taught: *When I read I say the story in my own words*

2 Teacher modelling and expectation.

3 Practice – students demonstrated the skill at each session

4 Reading and matching words and meanings

5 Reflecting on learning and taking responsibility for their learning

6 Reading prose silently.

During the teaching phase the teacher modelled the effective use of the strategy for the group.

- What is the reading about? …
- What does the title mean? I think the story will be about ….
- I can say it in my own words……………….. They were then asked to say each sentence in their own words

Each session incorporated oral discussion of the title and then a reiteration of the question: What do you do when you read? When we read we make a picture in our mind and try to say what we read in our own words, followed by a retelling, in their own words, the story from the previous day. After the students read the passage of the day the teacher reviewed the passage by having them find words of similar meaning to those on cards. The teacher helped the students to find unknown or difficult words in the text. They said and explained the selected vocabulary in their own words. The teacher then provided synonyms and the students discussed and matched these to words in those in the passage.

Results

The influence of the strategy was examined.

The <u>Burt Reading Test</u> was individually administered to measure word recognition skills. The test consists of 110 words graded in order of difficulty. This also gave a reading age.

BURT	Pre test score	Reading age	Post test score	Reading age
1 9yr 11m	56	8yr 11m	76	11.04yrs
2 9yr 8m	64	10.0 yr	71	11.05yrs
3 9yr 10 m	63	9.11m	72	11.07yrs
4 9yr 1m	62	9.9m	72	11.07yrs

<u>Running Record (Record of Oral Reading)</u>

The **Pre test and post** texts were taken from a grade four book on prose: a short extract (previously unseen by all students) grade appropriate according to the Fry's Readability Formula.

Pre Test and post Test   Tasks

After analysing the Running Records for each student it was found that
very few errors were made by the students.
Clay's (2002) level of text difficulty was used for determining the level of difficulty for each student. All students were able to read the test passage with ease, as indicated in the results few errors were made. Reading pace was a mixture of word – by – word and fluent reading for all students.

	Age	Burt Pre	*Burt post*	R/ R Pre	*R/R Post*	Retell Pre	*Retell Post*	Probe Pre	*Probe Post*
1	9yrs11m	56 8.11	*76* *11.0*	1:38 97% Easy	*1:37* *97%* *Easy*	6 / 16	*13/16*	3/10	*10/10*
2	9yr 8 m	64 10.0	*71* *11.0*	1:59 98% Easy	*0* *100%* *Easy*	4/16	*10/16*	7/10	*9/10*
3	9yrs10m	63 9.11	*72* *11.0*	1:34 96% Easy	*1:72* *99%* *Easy*	9/16	*7/16*	2/10	*5/10*
4	9yrs.1m	62 9.9	*72* *11.0*	1:47 98% Easy	*1:43* *97%* *Easy*	7/16	*10/16*	7/10	*8/10*

Retell (from the text used for Running Record) A framework for recording a reader's retelling performance for a narrative. J Munro was used Students were asked to retell a number of ideas from the story and were scored on the number and kind they could recall.

" The reading age of the texts in the Probe have largely been determined using the Elley Noun Frequency Method, with some cross checking using the Fry Readability Formula. " Probe Second Edition   Parkin, Parkin and Poole 2002 The students were given a probe fiction text to read silently and were then asked to respond to the questions read by the teacher orally.
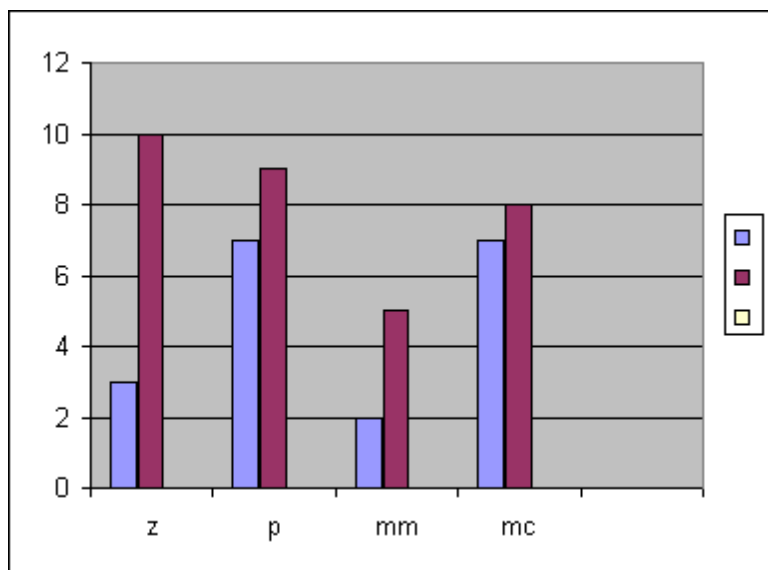
Probe Reading Test

STUDENT 1 showed an increase of over 2 years in Burt reading a 50% increase in ability to retell from prose and a marked increase in Probe measure of comprehension

STUDENT 2 showed one year improvement in Burt reading, improvement in ability to retell what was written in the story, but showed little improvement in comprehension

STUDENT 3 showed 1.5 years of improvement in Burt little evidence of improvement in ability to retell or improvement in comprehension as shown by the Probe test

STUDENT 4 nearly two year improvement in Burt Word Test, some improvement in reading comprehension and ability to retell.

I feel that if this research could have been conducted over a longer period of time all students would have shown a marked improvement. Each individual student helped and encouraged each other. The students became very familiar with the routine and were able to take responsibility for the learning without prompting from the teacher by the end of the ten lessons

Although the pre test scores were within the normal age range they were low when compared with the progress made by the rest of the students in this class. This indicated that these students may have potential reading difficulties when presented with material given to the whole class. When the students were asked to recall for purposes of comprehension the scores were considerable lower than those of their classmates. These results were further examined by having the students read prose and by the use of the probe diagnostic test.

All students showed improvement in their reading achievement and in their confidence and interest in reading.

Results

The first measure of change in student's reading comprehension was obtained by comparing pre test to post test standard scores.

Data indicated that the students valued reading more as the program progressed.

One student commented *" I like reading more….I understand more of what I read…."*

I was pleased with the student's learning as a result of the lessons. They showed that they had increased their reading comprehension skills

The data from the intervention showed improved results in reading accuracy, word knowledge, and comprehension. The teacher noted a marked improvement in the confidence of the students and in their interest in wanting to read. Three out of the four students were more engaged in the tasks, offered their opinions willingly as the lessons progressed and shared ideas. Assessment before these series of lessons showed that all four students had difficulty recalling and retelling what they had read in the text, and after showed that all four students had improved remarkable in what they were able to do. An unexpected outcome was the improvement in Burt scores.

The overall trend showed improved results across reading comprehension.

During the intervention it was evident that the students demonstrated an enthusiasm and an interest in what they were doing. They were anxious to demonstrate their knowledge to each other. The final results were pleasing. I had not predicted that the gains in comprehension would be so marked.

The significant improvement in reading comprehension performance was attributed to the instructional strategy of paraphrasing.

Changes in results could also be attributed to confidence levels, that is, knowing the teacher better, feeling more relaxed, and an increase in self efficacy.

Final comments were "*putting it into our own words helped us understand the story* "
The teacher noted a marked difference in the books the students chose to take home for reading and in their willingness to engage in reading tasks in the classroom.

Most of the students will still support with difficult texts and will need to be reminded of the strategy. *After I have read each sentence I will try to say it in my own wa*y.

The initial performance for this student on all tests was below average for their age and grade placement level. The post test data shows a significant gain in accuracy and fluency of reading. Their comprehension had improved across both literal and analytical levels. During the pre test they did not use any strategies to help clarify meaning. There was no going back to re-read and confirm, check predictions, or to self correct.

In the post test the teacher noted that the students read at a faster pace and made fewer mistakes while she was doing the running record for each student. Accuracy results were slightly higher than the pretest.

PROBE ANALYSIS

The low scores for the pre test showed a minimal ability to comprehend the text and the retell showed the students were not able to recall many ideas at the beginning .At the end of the ten lessons three of the students showed a marked improvement across all levels of comprehension. It would seem that they were able to comprehend more as they read and were able to locate and then equipped to locate answers or recall facts from memory.

Teaching Sessions Observations

Generally throughout the sessions all students were eager to begin.

Student 1 was the most eager and was able to deal confidently with the tasks given her and was keen to learn more. Student 2 was the most distracted and this influenced his ability to stay focused on the task in the midst of a busy classroom. He had difficulty expressing the meaning of the words and say what he had read in his own words. He could not elaborate or express himself clearly. Student 3 was eager to read and to learn and would participate confidently and was eager to help the other students.

Student 4 reading problems seemed to manifest themselves and he found it difficult staying on task. He had a limited vocabulary, but was able to learn to read and pronounce many new words during the period of instruction.

Discussion

Summary of the extent of support for the prediction

The purpose of this study was to investigate whether teaching paraphrasing strategies to grade four students would improve reading comprehension. The four students showed greater gains that at first anticipated. The results of the study indicated that learning how to paraphrase while reading enhanced sentence level comprehension .Both the discussion of word meaning and the ability to select the appropriate meaning for a word is a basic skill leading to reading comprehension.

Benefits were assessed by comparing their performance with one another on the pre and post tests. The results of the study indicated that learning to use paraphrasing strategies while reading enhanced sentence level comprehension for three out of the four students. These students will benefit from a longer continuous program focused on developing competence in reading comprehension. Continued support through the use of paraphrasing of sentences leading to paragraphs and further expansion of word knowledge should continue.

This study over ten sessions was looking only at short term gains, and not long term effects. It will now be important for the classroom teacher to continue to encourage and to monitor the paraphrasing of these students in order to improve comprehension. Teaching of reading in middle years focuses on strengthening reading comprehension skills.

There was a change in confidence with the group over the ten sessions, resulting in positive rapport and the development of trust, and an increase in self efficacy. The students believed themselves to be good readers at the end of the ten teaching sessions. Oral language impacted on all students' performance. The comprehension strategy outlined in this research to help the students to construct their own meaning is one that will help them to interact with the text to enhance understanding and acquire and use knowledge.

Findings were positive. The overall trend showed that teaching these students to paraphrase as a reading comprehension strategy did improve reading comprehension.

The performance of the students strongly supported the hypothesis. There was a change in confidence and interest in reading as time progressed. As Fisk and Hurst describe "While paraphrasing for comprehension is not a strategy that needs to be used in every reading situation, it is an effective tool to add to our repertoire of classroom practices to increase students comprehension of the text. It helps students a process and comprehend what they are reading and learning. The improved comprehension with paraphrasing supports the earlier work of Katims and Harris (1997) The findings of this project support the initial hypothesis, that developing meaning at the sentence level through the explicit teaching of paraphrasing will improve comprehension.

Conclusion

Educational importance

Data acquired in this study reinforce existing research and suggest directions for classroom reading instruction.

- Teaching children to read using paraphrasing helps them become more independent and fluent.
- Paraphrasing allows students to explain reasoning used in the selection and application of reading strategies.
- Because paraphrasing is an active listening skill, students will learn to attend to strategies the teacher has emphasized during group reading activities.

The students will benefit from a continuous support program focused on developing reading comprehension.

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Appendix 1

Session 1

1. The teacher introduced the strategy *When we read we make a picture in our mind and say the sentence in our own words.*
2. The students were given ten words selected from the passage to discuss and find in the text.
3. They were then given ten synonyms to match with the words and to substitute in the text
4. They then were asked to read the text silently
5. The teacher cued the student to apply the strategy sentence by sentence throughout the short passage.
6. She reviewed the strategy again and asked the student what they could do when they read at other times.

Session 2 - 7

1. The teacher introduced a new text and a new set of words and synonyms each time
2. The teacher instructed students to say the steps involved in the strategy and practice applying the strategy to single sentences in the new passage.

Sessions 8 – 10

1. Students were able to articulate what they would without prompting by the teacher and were able to find synonyms for the given words before the teacher was able to prompt or produce her set

Teaching Sequence

Activity	Task	Time
Explain strategy	Students will say what they do when they read When I read I try to say each sentence in my own words Then will then be given a passage	5 mins
Predict	Students will read title and try to say in their own words what they think the story will be about	5 mins
Finding target words	The teacher will introduce interesting words from the passage and students will say them, find them and try to say what they mean	10 mins
Matching Synonyms with target words	Teacher will give words and students say words and then will match them for meaning with words previously discussed in the lesson	5 mins
Text reading	Students will read passage with target words and will be cued into the story…This is about….	5 mins
Paraphrasing	Teacher will model how to say a sentence in her own words Students will take turns paraphrasing each sentence in the passage.	10 mins
Reflection	Reflect on the value of paraphrasing to gain meaning from the text	2 mins

Texts

All taken from Comprehension for Year FOUR Heinemann 2002

April Fools day   Narrative

Words : told, walked ,happiness, unhappy, pretend, looking, clever, ran, helped
Cranky, strolled, consoled, imaginary, approving, annoying, cunning,
glancing, pushed, delight

Pinky the story of a pig

Words : rear, week, cute, suck, bleating,
Crying, cool, look after, drink, seven days

Robots

Words : wondered, shaped, found, grabbers, lying, poking, excited, blinked, coils,
Rings, saw, looking, stared, happy, sticking, fingers, thought

Tory's Good Idea

Words : hurried, swap, reminded. idea, grumbled, chuckling, further,
Else, laughing, told, change, moaned, thought, went

Kites

Words : invaded, festival, horrible, especially, terrified, battle, scared, moaning,
Tangled
Frightened, tied, broke into, moaning, fights, crying, celebration ,scared,
Crying

The Old Shed

Beach Litter

A Caravan Holiday

Bobby Boy - The story of a Horse

Pre Test : ***Mum's Mistake***

Post Test ***The Explorers***

Appendix 2

Characteristic of Retelling	Ideas in the story	
The main characters	Mum Pete and I	3
Theme of the story	About going strawberry picking in the car	1
Plot of the story	mum took the wrong way home.	1
Events in the story	• Pete and I going strawberry picking with mum • Half hour drive from home • Bought some chips, drink and vegetables • Chose another way home • Mum went for the wrong ferry • didn't mind listened to radio and ate chips and fruit.	6
Read between the lines	He liked his friend Pete The road was windy Mum bought all the fruit they picked No-one was upset They had to take a ferry instead of crossing at the bridge	5

Total 16

Characteristic of Retelling	Ideas in the story
The main characters	Dad and Melanie 2
Theme of the story	Nelly's family drove into the mountains the same as the early explorers. 1
Plot of the story	.Dad told Melanie about the life of the early explorers and how they got to the top of he mountains 1
Events in the story	- Family went for a drive into mountains - First time of freeway - Dad tole Melanie about explorers - Three men, servants, horses and dogs - Horses carried food, tools and blankets - Steep difficult climb - Cut a narrow track as they went - Three weeks to cross - Saw wonderful view and farming land on other side - Melanie and her family saw same view 10
Read between the lines	The drive was into the mountains Horses don't like climbing in the mountains Horses carried heavy loads Melanie and her family went the same way as the explorers 2

Total 16

Appendix 3

Learning how to use paraphrasing while reading will enhance sentence level comprehension for grade four students
The approach for the teaching procedure comes from *High Reliability Literacy Teaching Procedures: A means of fostering literacy learning across the curriculum* and the *Teaching Paraphrasing Strategy* Framework (John Munro) The focus will be on reading and then saying the sentence in their own words.