Explicit teaching of the paraphrasing strategy, to a small group of year three students who demonstrated a significant delay in reading acquisition, improves literal comprehension.

The following sequence of lessons was implemented for a withdrawal group of three students in Year three.

TEACHING SEQUENCE

Materials
Reading With Strategies Stage 1 - Picture Chats with sentences
Adapted from Introducing the Paraphrasing Strategy (Munro, 2007)
Literacy Intervention Strategies Appendices (Munro, 2007)

Lesson 1:

Goal: To teach the strategy of paraphrasing a sentence using a three step process

Teacher: We are going to learn something that will help you to remember what you read. It is called paraphrasing. When you paraphrase you read a sentence and say it in your own words. You try to change as many words as you can. It helps you tell yourself what you have read.

The teacher models paraphrasing.

The teacher will read the picture card and direct the students to read it to themselves. The teacher will invite the students to read along while the sentence is read again.

The big brown bear opened his mouth wide and growled.

The teacher will model the process of thinking about what the sentence is about and highlight any key words.

Teacher: I will try saying the sentence in another way. Then I want you to have a go

This huge dark bear opened up his jaw and roared.

The students will then be asked to paraphrase the sentence changing as many words in the sentence as they can while keeping the meaning. The teacher records the students attempts.
Teacher reviews the action:

Let us look at what we did here. We read the sentence and then say it in other ways. See how it helped you to understand what the text said. Do you have any questions?

These steps are repeated using more sentence samples from other picture chat cards. The teacher models reading the sentence, selecting key words that can be changed and then paraphrases the sentence. The students then are invited to paraphrase the sentence. The teacher reviews the action after each sentence has been paraphrased.

The black cat sat on the red tiled roof.
I can look for a book in the library.
Can this little boy ride his red tricycle down the long, long, road?

Students paraphrase the last sentence in pairs
The teacher reminds the students to read the sentence first, think about what the sentence is about and then write it in another way in your own words.

Students review what they did
Teacher: Tell me what you know about paraphrasing and what steps you should follow to paraphrase a text.

1. Read the sentence
2. Ask yourself questions about the main ideas
3. Put all the ideas and details into your own words using complete sentences and keeping the same meaning.

The RAP acronym was used to assist the students to recall the steps required when paraphrasing.

Teacher: We can use the RAP acronym to help us to remember the steps. Let’s go over the steps again using the acronym.

Teacher: How does paraphrasing help you?

The students discuss how it is one thing they can do to tell themselves about what they have read. It helps to understand what the sentence is about.
Lesson 2

Goal: To review the strategy of paraphrasing sentences using the three step process on a narrative text

Reading Strategies Stage 2 Picture Card
Big Book: Nobody Wanted to Play
Review the steps involved when paraphrasing. The three steps are displayed on a sheet from the previous lesson.

Review Previous Lesson

Teacher: What did we learn to help us understand what we read?
Teacher: What steps do we follow when we paraphrase a text?

Refer to the steps displayed on the chart from the previous lesson. (see Appendix 3).
Review RAP acronym.

Introduce Picture Card

Teacher: I will read the sentence and I want you to read it to yourselves with me. Then you can read it with me.

The honeybee reaches deep down into the daisy to get the sweet nectar.

The teacher will paraphrase the sentence, modelling the strategy of thinking about what the sentence is about and changing as many words as possible without changing the meaning. The sentence is recorded on the whiteboard. The students are then invited to paraphrase the sentence.

Review the Action:

Teacher: Let’s think about what we have done. We read the sentence and then say it in another way. It helps us understand what the sentence is saying. Let’s use this skill when we are reading this book, “Nobody Wanted to Play” and we will talk about how it can help us understand the text better at the end of the lesson.

The steps are then repeated using several sentence samples from the text. The teacher again models the steps to use when paraphrasing a sentence. Words that can be changed are selected and the paraphrase is completed by the teacher. Students take turns to paraphrase sentences. The teacher monitors the students attempts and gives appropriate feedback and assistance where necessary. The students are regularly reminded about the steps to tell themselves when paraphrasing.

Review the Action

Teacher: What do you tell yourself to do when paraphrasing?
Teacher: How does it help us to read?
Lesson 3 - 10 (Approximately 35 – 40 minutes)

Goal: To practise the strategy of paraphrasing and to reflect on how to use it and how it helps students understand the text.

<table>
<thead>
<tr>
<th>Text</th>
<th>Teaching Activity</th>
<th>Student Activity</th>
<th>Monitoring Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Retelling from previous day</td>
<td>Review text from previous session</td>
<td>Retell text from previous session</td>
<td>Teacher monitors what students recall about the text</td>
</tr>
<tr>
<td>Text Reading (Shared Reading) from text</td>
<td>Remind students of steps used for paraphrasing <em>Remember we read each sentence think about what it is about and say it in another way.</em> Discussion about the topic and key words</td>
<td>Students refer to wall chart stating three step process as in Lesson 1. Repeat acronym and steps. Students take turns in reading selected sentences and then paraphrase the sentence, changing as many words as possible</td>
<td>Teacher monitors progress and provides corrective feedback</td>
</tr>
<tr>
<td>Introduce New Text</td>
<td>Teacher/students and group read text together. Discuss main ideas and details. Teacher scaffolds selection of words to be paraphrased (lessons 3-6)</td>
<td>Students say paraphrasing strategy before beginning Teacher and group paraphrase aloud selected sentences in the text. (lessons 3&amp; 4) Teacher and students paraphrase 1 then 2 sentences(lessons 5 &amp; 6) Students paraphrase sentences independently and write down paraphrase. (lessons 7 -10)</td>
<td>Teacher records cooperative paraphrase on whiteboard. The group checks the sentence for meaning and that all details are included. Share and discuss sentences students written sentences, check meaning and that all details are included.</td>
</tr>
<tr>
<td>Review</td>
<td>Now let’s go over what we did when we paraphrased. Tell me what you know about paraphrasing? How does paraphrasing help you read? What steps should you follow to paraphrase a text?</td>
<td>Students share strategy. Refer to chart. Lessons 7 – 10 students recite strategies without the chart.</td>
<td>Students write how paraphrasing helps them.</td>
</tr>
</tbody>
</table>