

Hypothesis: Cueing the visualization strategy of R.I.D.E.R. will improve the comprehension of narrative and factual texts in Grade 2 children

ABSTRACT

There are a number of children in Grade 2, who are proficient at decoding text, and may even be able to read fluently, but they are unable to fully understand the text that they are reading. So much effort is put into the interpretation of grapho-phonetic symbols that meaning is lost. This applies, not only to inferential comprehension but also to literal comprehension. “

“Reading comprehension is the act of simultaneously extracting and constructing meaning from text.” Pg 100 Hill 2004.

Some students have difficulty comprehending because they are unable to visualize as they read the text. Visualization is forming images in the mind as the text is read. This inability means that they have difficulty understanding the text and remembering details of events and ideas in the text. Research has shown that the explicit teaching of comprehension strategies can improve comprehension. R.I.D.E.R. (Clark, Deshler, Schumaker, Alley and Warner 1984) is a strategy developed to improve the student’s ability to visualize and consequentially lead to an improvement in the child’s ability to spontaneously recall details of the text and their understanding of the text.

The aim of this study was to trial whether explicit teaching of the R.I.D.E.R strategy would lead to an improvement in the spontaneous recall of text read and the understanding of the text.

Five Grade 2 students were chosen to take part in the study. Two were reading at a high level but not showing comprehension of factual texts. Three, while reading at a slightly lower level were having reading comprehension difficulties with fictional texts.

The study consisted of three sessions of assessment, six explicit lessons to do with visualization during which the R.I.D.E.R. strategy is introduced, a practice session and finally a re-assessment.

The lessons began with the teacher modeling visualization, and providing scaffolding for the children, which was removed as the R.I.D.E.R. strategy was introduced using a cue card.

At the end of 10 sessions the group had improved their ability to comprehend and spontaneous recall detail from the text by an average of 42%. The control group had improved their ability by 20%.

The results of the study showed that while explicit teaching of visualization and the use of the R.I.D.E.R strategy did improve understanding and recall of details in text but it was felt that visualization strategies are more beneficial taught with other comprehension strategies.

INTRODUCTION

Comprehension is an important component of reading. Without comprehension there is no reading. "Reading makes rather than reflects meaning". Pg1 Teaching Readers in the Early Years. In many students, there is no correlation between the decoding skills of the reader and the ability to understand and recall text.

Over the years there has been evidence of explicit teaching of phonological and orthographical processing skills but there appears to be a lack of training time directed specifically to comprehension strategies. De Courte, Leicester 2001. Current research demonstrates that comprehension difficulties arise from a wide range of language and thinking activities. What was seen to be the teaching of comprehension can now be regarded as an audit of the details remembered from the text, usually centering on the literal rather than the inferential or interpretation of the text.

Strategies, such as self-talk, visualisation and para-phrasing, when taught explicitly, are believed to contribute to the developing ability of the child to comprehend the text. The reader learns to use a range of strategies and the most effective strategies to use at a given time. There is an "expectation that such instruction will affect 5-8 year olds dramatically in the short term and perhaps lead to development of better comprehension skills over the long term." Pressley 2000.

Some readers are believed to have difficulties with "working memory." These difficulties have an impact on the individual's comprehension of text. The term "working memory" is used to define short-term memory. It was introduced by Baddley and his colleagues as an appropriate way to characterize short-term memory. "Working memory is defined as a short duration, limited capacity memory system capable of simultaneously storing and manipulating information in the service of accomplishing a task." (Baddley, cited in Caplan, David and Waters, Gloria 1998) A student with comprehension difficulties may direct so much attention to the decoding of a word eg. grapho-phonological processes, that there is little space left in the working memory for such higher order thinking skills as comprehension. "The more skilled the decoding, the less conscious effort is required for it, and the more conscious capacity is left over for comprehension of the words." (Pressley 2000). Researchers Clark, Deshler, Schumaker, Alley & Warner, (1984) found that the images formed when visualizing were more readily recalled from short-term memory. Verbalization of the images by the underachieving student led to an improvement in the comprehension of the text. This indicates that self-talk and para-phrasing also need to be explicitly taught.

This study examines whether explicit teaching of visualization contributes to the comprehension of grade 2 children, both in factual text and narrative.

Visualization refers to the metacognitive process of forming mental pictures or images of the text to assist in understanding or comprehension. Visual imaging links language and

thought. It helps give readers with comprehension difficulties the ability to summarise and make links with what has been previously read.

In “Open the Door, teaching Students to Use Visualization,” we are told that “visualization – can transform students of all ages from passive to active readers; visualization can help students cross the boundary to improved comprehension.” Pruet Miller.2004. The R.I.D.E.R. strategy is one method of teaching text comprehension strategies. It is important that the reader is taught directly and explicitly, that the reader knows not only what they are doing but why they are doing it. The teaching should be scaffolded so that the responsibility for the learning passes from the teacher to the student.

The R.I.D.E.R. visual imagery strategy is designed to improve the student’s acquisition, storage and recall of written text. Its use is supported by the research of Clark, Deshler, Schumaker, Alley & Warner(1984). “ The student’s use of the strategies resulted in greater comprehension scores from pre test in baseline to the post test after training”(pg 145).

PREDICTION

Explicit teaching of visualization using the R.I.D.E.R. strategy, to Grade 2 students with comprehension difficulties will improve the spontaneous retell and comprehension of factual

and narrative texts.

METHOD

DESIGN

This study uses an OXO design in which the use of visualization as an aid to comprehension is monitored in children who are having comprehension difficulties.

The Participants

Student	M/F	Description
Student 1	F	Age as of April 08 – 84 months. English Second Language. Born in Australia but lived overseas until school commencement so was unable to speak English when entering school but also the school was unable to access funding for help with English. Spends at least two months overseas each year, attending school overseas and so has to orient to speaking English again at the beginning of each year. Attends home language school at the weekends. Attends After School Care each afternoon. School entrance age was 4years 8 months. She achieved Reading Level 27 Instructional, in the Observation Survey Pre-testing. The student’s self-efficacy was found to be good showing she was confident to read and retell texts. Her score on 4 of the 12 items showed she was confident, on 6 items she thought she could do it, and on 2 she wasn’t sure that she could or couldn’t complete the task .On the Reading Progress test(ACER her raw score was 28 out of 32, or 87.5%. showing that she has good literal comprehension in that particular format with much visual support. She is very quiet and a hard worker.
Student 2	F	Age as of April 08 – 85 months. English Second Language. Born in Australia but lived overseas until school commencement so was unable to speak English when entering school but also the school was unable to access funding for help with English. Spends at least two months overseas each year, attending school overseas and so has to orient to speaking English again at the beginning of each year. Attends home language school at the weekends. Attends After School Care each afternoon. School entrance age was 4 years 9 months. She read Level 27 Instructional On the Observation Survey pre-testing. Her Self- efficacy scale shows that there were 5 items she thought that she could do, 6 items in which she was half sure she could do and she didn’t think she read fast enough to keep ideas in her head. On the Reading Progress Test (ACER) her raw score was 28 out of 32, or 87.5%, showing good literal comprehension of the text in that format with much visual support. She is very shy, quiet and a hard worker.
Student 3	M	Age as of April 08 –84 months. School entrance age 4 years 8 months. English is spoken at home but there are two other languages spoken in the home as his parents are E.S.L with two different language backgrounds. No reading difficulties have previously been noted. He decodes very well. He achieved level27 Instructional on the Observation Survey pre-testing. The reading Self-efficacy Scales show that his reading self-confidence was variable. He was confident of his ability on 7 items. He was unsure was unsure if he could remember the story, tell what the story was about or remember words that he has read many times. His raw score on the Reading Progress Test (ACER) was 15 out of 32 or 48%literal comprehension in that format.
Student 4	M	Age as of April 08, 84 months. School entrance age 4 years 8 months. English speaking, Parents have an E.S. background but only English is spoken in the

		home. Ex Reading Recovery over 14 weeks. He finished Reading Recovery on Level 19. On the Reading Self-Efficacy Scale he knows that he can complete 6 items, he is only half sure he can work out new words, correct any mistakes made and tell what the story was about when he has finished reading. He thinks he can't answer questions about the story. It is interesting to note that he doesn't worry if he can't understand "because you can't understand every story." John Munro, Self Efficacy Scale.. His raw score on the Reading Progress Test (ACER) was 15 out of 32 or 48% in that format, with visual support.
Student 5	M	Age as of April 08 – 98 months. School entrance age was 5 years and 6 months. English speaking. No E.S.L. background. Ex Reading Recovery over 14 weeks. Finished at Reading Recovery Level 19. Working at a lower level in all subjects. Short attention span and attention seeking behaviour. The Self-Efficacy Scale shows that he is confident he is able to read successfully with 9 out of the 12 items that he is sure he can do. He knows that he can remember what happens in the story. He thinks he can read fast enough to keep ideas in his mind and is half sure that he can put together ideas in a story. His raw score for the Reading Progress Test(ACER) was 14 out of 32 with some items of the test not attempted.

The OXO format of testing, teaching and re-testing was used for this research project.

MATERIALS

The initial and final repeated assessment consisted of running records taken from the Alpha Assess Teaching Kit.

Hungry Crocodiles Level 27

The Sun and the Moon Level 26

The Girl and her Bucket Level 20

The Reading Progress Test ACER and the Self Efficacy Scale John Munro were used for further testing and the Visualization Task John Munro was adapted for use in this case.

The cue cards used for the lessons were teacher generated with the exception of a quote from "Where The Wild Things Are." Maurice Sendak.

The R.I.D.E.R. cue card came from Research Project 16.

For the last lesson a segment from “Alpacas in Heaven” Level 28. Mrs Bubble’s Baby Level 21 and Matthew Likes to Read Level 20 were used. Publishing detail can be found in the Appendix.

PROCEDURE

The aim of this teaching unit is to improve the student’s comprehension at the whole text level, in order to assist the children to retain the main ideas in factual texts and to be able to re-tell narrative texts in sequence. The R.I.D.E.R. strategy will be introduced in order to facilitate the teaching of visualization.

- This series of lessons was designed for a group of five Grade Two students of mixed abilities. All children have been part of the ClaSS (Children’s Literary Success Strategy, (Crevola and Hill, 1997b) since entering the school in Prep. (ClaSS is a Catholic Education Office Initiative.)
- The students reread the text at the Instructional Level reached during the pre-testing for the Observation Survey. A running record was taken to be analysed later. Their spontaneous retell was recorded, followed by cued-retelling. During the course of the exercise the student’s self-efficacy was tested and they completed the reading Progress test from ACER.
- Following initial testing six lessons were conducted over two weeks, within the classroom, as part of the normal Literacy lessons. At the end of the series of lessons the children reread the original text, with spontaneous re-telling. They then read an unseen text with minimal visual support and a running record was administered. The children then retold the text.
- Each lesson was designed to take approximately twenty minutes due to time constraints, and the need to attend to the rest of the class. The lessons were held in the classroom as part of the normal literacy program.
- Also due to time restraints the children were grouped for the unit of work rather than individual instruction. This also meant that the children were able to share ideas in a reciprocal situation. At testing times and for the seventh lesson the children worked individually.

- It was decided that the concept of visualization would be introduced, firstly by using single sentences, leading into connected paragraphs. Later the students will be encouraged to use visualization when reading texts at their own levels.
- The texts read started as single sentences and then progressed to several connected sentences. The text was presented on cards rather than in printed texts so that there would be a minimum of visual support from illustrations and the students would not be influenced by the illustrations.
- This series of lessons was designed with the teacher modelling visualization and so that the support or scaffolding of the teacher was reduced as the lessons progressed.

RESULTS

Student One

First Running Record and spontaneous recall, 9/4/08.

Hungry Crocodiles – Student read fluently with good word recognition. The error rate was 1:43, 97% Easy with no self-corrections. On the spontaneous retelling she scored 3 out of 9 points, and one points on the cued retelling. Spontaneous retelling score was 33%. She was unable to answer the inferential questions - Why do you think a crocodile can go for a long time between meals?

What animals might threaten the survival of the crocodile?

Final Running Record and retelling, 16/5/08

Student One read very swiftly and fluently with correct phrasing. She scored 1:57 which was 98% correct. Her spontaneous retelling score was 5 out of 9 items, Her cued retelling score 1 out of the three questions asked. The spontaneous retelling score was 55% which was a 22% improvement on her previous score. It should be noted that Hungry Crocodiles is a factual text. Her score on the fictional text Reading Progress Test was 87.5%. She was still unable to answer the inferential questions. She answered with, "I don't know."

Student Two

First Running Record and Spontaneous Recall.

Student 2 read the factual text, Hungry Crocodiles with a rate of 1;24, or 96% easy. She read fluently with correct phrasing but no self-correction which in itself questions comprehension. Cued retelling score was three - total of 5 out of 9 items. In answer to the question, "Why do you think a crocodile can go for a long time between meals?" she answered, "Because animals don't go near crocodiles." Indicating that she did not understand the implications of the sentence.

Student 2 – Final Running Record and Spontaneous recall.

Student 2 decoded well in her second reading with a score of 1:52 or 98% Easy. She read slightly slower which may indicate that she is slowing down to visualize as she goes. Again there were no self-corrections. Her spontaneous retell was 5 out of 9 items and cued retelling was 3 items. This showed an improvement of 22% on the spontaneous retelling. When asked, ‘Why are crocodiles hard to see in the water?’ She answered – “When they are hungry to help them hunt.” which shows that she is starting to think beyond the text. She scored 87.5% on her Reading Progress test reading fictional text.

Student 3 – Running Record and Spontaneous Recall.

Student Three scored 87.5% on the Reading Progress Test. On the Running Record for “How the Sun and Moon Were Made” – Level 26, on the 16/4/08, he read without quite squisckly and without expression. He decoded well with a score of 1:33 or 96%, with one self-correction.

He did not give one item spontaneously and his cued retelling gave only one correct answer which is a score of 1 out of 10 or 10% .

Second Reading – On the second reading he scored 1:22 or 95% instructional with a self-correction rate of 1 :201. His reading was more fluent than previously. He scored 5 points in the second spontaneous retelling but it was noted that his attempted answers were incorrect in the cued retelling. His score of 5 out of the 8 items - 62% shows an increase of 52%.

Student 4 Running Record and Spontaneous Recall 9/4/08

Student Four scored 56 % On the Reading Progress Test with a raw score of 18 out of 32. He read The Girl With Her Bucket with a total of 16 miscues which gave him a rate of 1:10 or 90% instructional. He had 4 self-corrections, a rate of 1:40 or 97%. His reading was quite hesitant. His spontaneous retell was three items and he was able to answer the questions in the cued recall. The inferential questions were not answered.

16/5/08 In the final reading of the text, Student Four scored 1:33 or 96% on the Running Record with a self-correction rate of 1:54 or 98%. His reading was much more fluent. He recalled seven items and he attempted to answer the inferential questions. One inferential question was answered correctly. He recall of 8 items is an improvement of 50%.

The Student Five Running Record and Spontaneous Recall

On the first reading, 9/4/08 the student scored 1:20 or 95% easy in his running record. He had no self-corrections. In spontaneous recall, he recalled three items and answered three more items when questioned 37%. On his second reading 16/5/08, he scored 1:32 or 96% Easy, with a self-correction rate of 1:41 or 97%. He recalled 100% of the items in the story and was able to answer the inferential questions. This is an improvement of 63% on this book. He was very keen to participate in the activity.

The results showed that teaching the R.I.D.E.R. strategy did help children to improve their comprehension.

Although all participants showed an improvement in their ability to recall a text spontaneously,

Student One	22%
Student Two	22%
Student Three	52%
Student Four	50%
Student Five	63%

the visualization task showed that teaching visualization in isolation, without teaching other comprehension skills may not be as effective as teaching a full range of comprehension skills.

Discussion

Student One and Two achieved their improvement on a factual text. (Hungry Crocodiles) Their results on the Reading Progress Test (both students 87.5%) showed that they were able to recall and retell when reading Narrative texts with a lot of visual support from illustrations. In the last lesson, the practice session, both students read a Level 28 text, Alpacas in Heaven. Student One read with accuracy and spontaneous recall of all details of the short text. Student 2 read the same text with accuracy and total recall of the text. During the lessons in which simple sentences were used, Student One and Two were able to describe their images adequately but when carrying out the Visualization task (adapted from John Munro) both students tended to feed back the vocabulary from the task. This may have been due to a lack of vocabulary preparation (orienting the reading) or show a need for explicit teaching in paraphrasing. Both children are from a background where English is spoken as a second language and they have strong cultural ties to the birth country of their parents, which indicates a need for language preparation before a text is read.

We are told in Teaching Reading In the Early Years that, “Reading makes rather than reflecting meaning. The process of making meaning depends on the cultural context of both the composer of the text and the reader as he/she engages with the text. “ This indicates that to understand the language of the text fully the reader must have achieved suitable development in oral language and emphasizes the need for text preparation to activate prior knowledge and experience before reading. These students show a need for orientation of the text. Comprehension is a cognitive process closely linked with student’s previous knowledge and oral language.

Students Three, Four and Five showed considerable gains in their ability to retell and understand text.

Research tells us, “Children who read very slowly or too fast often have difficulty comprehending information. Attention to fluency, the rate of reading may be a useful teaching activity for some children. “ Pressley 2000.

Student Three read the text more slowly and with greater concentration, than on the first reading, which may have indicated that he was processing images to facilitate understanding. Students Four and Five read with greater fluency and better decoding skills as well as more understanding. Student Five showed a marked improvement, not only in his enthusiasm but in his concentration. This indicates an improvement in confidence.

All students showed improved reading accuracy and progressed at least one Reading Recovery Level over the time of the research. Due to time and class size restrictions the series of lessons was necessarily short. The group may have shown more improvement with several more lessons to consolidate their learning.

On consideration of the gains made by the test group it is recommended that visualization be included as part of the explicit teaching of comprehension in the classroom. It could be taught to the class, as a whole during shared reading and the R.I.D.E.R. strategy could be taught for use in small group activities. The R.I.D.E.R. strategy could be modified so that the students draw the image rather than describe the image, allowing for more independent use of the strategy.

During the visualization task, at some stage, all children repeated the same vocabulary that they had just read. In addition to visualizing, it is suggested that the students would benefit from explicit tuition in paraphrasing as there are multiple levels of comprehension. Paraphrasing is the skill of using synonyms (words of the same or similar meanings) to tell the main idea of the sentence in the reader’s own words. There is a tendency in early literacy teaching to concentrate on phonics and letter recognition, which results in many Grade 2 children who have achieved high standards of decoding but are unable to understand or remember the details of the text. This is especially so in the case of factual texts.

Research tells us that comprehension strategies need to be taught explicitly. In the past it appears to have been taken for granted that these skills would develop naturally. Sorrel (1996) asserts that a combination of two or more techniques such as visualising and paraphrasing provides an effective approach to teaching comprehension skills.” P 12. Teaching cognitive strategies should increase the efficiency and effectiveness of student information processing.

This research project has affirmed the research that states that explicit teaching of visualizing using such cognitive aids the R.I.D.E.R. strategy does increase the comprehension of text in young readers but it also proposes the notion that

comprehension teaching is more effective if combined with explicit teaching of paraphrasing.

It must be acknowledged that visualization and paraphrasing are not the only strategic comprehension skills that need to be taught explicitly but Pressley tells us, “There is a great need to know how much of an impact on reading achievement can be made by instruction rich in all the individual components that increase comprehension.”2000. He continues that there must be experimentation to achieve the correct blend of these components so that instruction does not become confusing and ineffective but lead to ‘meaningfully articulated and effective teaching.’”

In conclusion this study found that the teaching of visualization through the use of the R.I.D.E.R. strategy did increase the participants ability to understand and retell text but a need to teach other strategic comprehension skills was also found.

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APPENDIX – CONTENTS

1. Transcript of Visualization Lessons.
2. Running Records and Spontaneous Recall results.
3. Record of Visualization Task
4. R.I.D.E.R. Cue Cards not available
5. List of Resources Used For Lessons

RESULTS

Group Reactions to Visualization Lessons - Transcript

Lesson One

“That night in Max’s room, a forest grew and grew, until the ceiling hung with vines and the walls became the world all around.” Where the Wild Things Are. Maurice Sendak

Student One - I can see apple trees and birds.

Student Two - I see flowers, houses, birds.

Student Three - I can see Max in his room and a brick wall, instead of wood and trees.

Student Four - Vines, Max in his bed, trees, grass and water.

Student Five - I can see trees and hills and monkeys and water.

Lesson Two

“ And an ocean tumbled by with a private boat for Max.” Where The Wild Things Are, Maurice Sendak

Student One - I see Max on a boat.

Student Two – Max is getting in the boat on the river.

Student Three - I saw someone bringing a boat to Max’s house and it was for Max.

Student Four - I saw a boat in the water floating and the person with the boat coming to Max and saying come and get on the boat.

Student Five - I see a river with a pirate boat and a sailor on it.

Lesson Three

“ As the boys road their bikes along the path a black dog chased them.”

Student One – Um, there was some boys on a bike and they were riding on the grass and there was a black dog behind a tree, the black dog chased the boys and one got bitten.

Student Two – There were two boys just riding on a bike, they were going in a park and there was a black dog with a loud bark.

Student Three – There are two boys riding and they were in the bridge and once they got off the bridge a black dog chased them and they went back the other way.

Student Four – There was one black dog. I saw two kids riding across the road from their house and going to the other side to a park, some dogs came up the path and one black dog was chasing them on the footpath and then it bit one of the boy’s legs.

Student Five - I can see two people on a bike and a black dog was chasing them, two black dogs was chasing them.

Lesson Four

“ The two boys went sailing on the lake”

Student One – There was two boys and they went sailing on a boat and they were on a lake. I didn’t see any more.

Student Two – No reply.

Student Three- I saw a boat sailing and they were fishing

Student Four - I can see lots more. I saw a lake and a boat with black sails on it. Two little boys in it and hills in the background and a sort of bridge behind them.

Student Five

“The boat was red and the sails were yellow.

Teacher – How did your picture change?

Student Two – no reply

Student Three – I saw a red boat with a yellow sail and they were floating in the water. They were waving.

Lesson Four

“The old lady carried her shopping into the house .She put the milk into the refrigerator and the bread in the cupboard,”

Student One – The old lady walked very slowly, Like a small snail.

Student Two – I see an old lady. She did the shopping. And she went to the kitchen and put the milk in the fridge and the bread in the cupboard. She carried it into the house.

Student Three – She had a walking stick. I saw my grandma.

Student Four - I saw a lady in a wheel chair. She couldn't walk, she had two broken legs. She went to the shops and bought lots of food. She put the food in her cupboard.

Student Five –Absent.

She took out a tin of food and put it in the cat's bowl. The cat rubbed around her legs. She bent down and patted the cat's head.”

Student One - Someone took out a tin of cat food. In the bowl. The cat rubbed around her legs. In the kitchen.

Student Four – My picture was different. She said come here kitten and the kitten went into the laundry and she got the food. The cat was happy about it.

Student Three – The lady was taking the cat's bowl and the cat came from outside, inside and ate it. The cat scoffed it.

Student Two – An old lady. The cat rubbed around her legs and she bent down and patted it.

Lesson Five – Students shared their images with one another and they were not recorded.

Results of Lesson 6 – Visualization Task John Munro.

In order to assess if the group had achieved the ability to visualize the visualization task was administered to each child individually. Because of time restrictions the task was shortened. The children were given the practice tasks with support of the teacher. See Appendix for the results of this task.

Student One

First Running Record and spontaneous recall, 9/4/08.

Hungry Crocodiles – Student read fluently with good word recognition. The error rate was 1:43, 97% Easy with no self-corrections. On the spontaneous retelling she scored 3 out of 9 points, and one points on the cued retelling. Spontaneous retelling score was 33%.

Spontaneous Retelling – Hungry Crocodiles – Level 27

Characteristic of retelling	Ideas in Text	No. of ideas/points	Student's Score, Spontaneous recall.	Student's Score for cued re-tell.
	Crocodiles can go for a long time without food.	1		1
	A crocodile can leap out of the water.	1		
	Crocodiles are hard to see.	1	1	
	Crocodiles can move very quickly.	1	1	

	Crocodiles have sharp teeth.	1	1	
	They swallow their food whole.	1		
	Crocodiles have acid in their stomachs.	1		
	Crocodiles have fifty meals a year.	1		1

She was unable to answer the inferential questions - Why do you think a crocodile can go for a long time between meals?

What animals might threaten the survival of the crocodile?

Final Running Record and retelling, 16/5/08

Student One read very swiftly and fluently with correct phrasing. She scored 1:57 which was 98% correct. Her spontaneous retelling score was 5 out of 9 items, Her cued retelling score 1 out of the three questions asked. The spontaneous retelling score was 55% which was a 22% improvement on her previous score. It should be noted that Hungry Crocodiles is a factual text. Her score on the fictional text Reading Progress Test was 87.5%. She was still unable to answer the inferential questions. She answered with, "I don't know."

Spontaneous Recall – Hungry Crocodiles – Level 27

Characteristic of retelling	Ideas in Text	No. of ideas/points	Student's Score, Spontaneous recall.	Student's s Score for cued re-tell.

	A crocodile can leap out of the water.	1		
	Crocodiles are hard to see.	1	1	
	Crocodiles can move very quickly.	1	1	
	Their powerful tail propels them through the water.	1		
	Crocodiles have sharp teeth.	1	1	
	They swallow their food whole.	1	1	
	Crocodiles have acid in their stomachs.	1	1	
	Crocodiles have fifty meals a year.	1		1

Student Two –Running Record and Spontaneous recall 9/4/08

Student 2 read the factual text, Hungry Crocodiles with a rate of 1;24, or 96% easy. She read fluently with correct phrasing but no self-correction which in itself ued retelling score was three - total of 5 out of 9 items. In answer to the question, “Why do you think a crocodile can go for a long time between meals?” she answered,” Because animals don’t go near crocodiles.” Indicating that she did not understand the implications of the sentence.

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Characteristic of retelling	Ideas in Text	No. of ideas/points	Student’s Score, Spontaneous recall	Student’s s Score for cued re-tell.
	Crocodiles can go for a long time without food.	1		1
	A crocodile can leap out of the water.	1	1	
	Crocodiles are hard to see.	1		
	Crocodiles can move very quickly.	1		1
	Their powerful tail propels them through the water.	1		
	Crocodiles have sharp teeth.	1	1	
	They swallow their food whole.	1		

	Crocodiles have acid in their stomachs.	1		
	Crocodiles have fifty meals a year.	1		1

Student 2 – Final Running Record and Spontaneous recall.

Student 2 decoded well in her second reading with a score of 1:52 or 98% Easy. She read slightly slower which may indicate that she is slowing down to visualize as she goes. Again there were no self-corrections. Her spontaneous retell was 5 out of 9 items and cued retelling was 3 items. This showed an improvement of 22% on the spontaneous retelling. When asked, ‘Why are crocodiles hard to see in the water?’ She answered – “ When they are hungry to help them hunt.” which shows that she is starting to think beyond the text. She scored 87.5% on her Reading Progress test reading fictional text.

Spontaneous Retelling – Hungry Crocodiles – Level 27

Characteristic of retelling	Ideas in Text	No. of ideas/points	Student’s Score, Spontaneous recall	Student’s s Score for cued re-tell.
	Crocodiles can go for a long time without food.	1	1	
	A crocodile can leap out of the water.	1		
	Crocodiles are hard to see.	1	1	1
	Crocodiles can move very quickly.	1	1	
	Their powerful tail propels them through the water.	1		

	They swallow their food whole.	1	1	
	Crocodiles have acid in their stomachs.	1		
	Crocodiles have fifty meals a year.	1	1	

Student 3 – Running Record and Spontaneous Recall.

Student Three scored 87.5% on the Reading Progress Test. On the Running Record for “How the Sun and Moon Were Made” – Level 26, on the 16/4/08, he read without quite slowly and without expression. E decoded well with a score of 1:33 or 96%, with one self-correction.

He did not give one item spontaneously and his cued retelling gave only one correct answer which is a score of 1 out of 10 or 10% .

Second Reading – On the second reading he scored 1:22 or 95% instructional with a self-correction rate of 1 :201. His reading was more fluent than previously. He scored 5 points in the second spontaneous retelling but it was noted that his attempted answers were incorrect in the cued retelling. His score of 5 out of the 8 items - 62% shows an increase of 52%.

How the Sun and the Moon Were Made. Level 26

Characteristics of Retelling	Ideas in the story	Score Spontaneous retelling	Score cued Retelling
Main Character	Hare	1	
Theme	A creation story		
Plot	An evil power stole the light and Hare takes it back to the forest.		
Events in the story	An evil power steals the ball of light. The animals decide to send Hare to get it back. Hare finds the ball of light in a hole in the ground. Hare steals the ball of light back.	1 1	

	<p>Hare kicks the ball of light away It breaks into two pieces. Daytime and nighttime light. Animals praise Hare for creating the sun and moon</p>	<p>1 1</p>	
<p>Inferential ideas, (infer, predict, explain, read between the lines).</p>	<p>Why was the evil power guarding the bright light? Why was the light so important to the forest animals?</p>		

Student 4 Running Record and Spontaneous Recall 9/4/08

Student Four scored 56 % On the Reading Progress Test with a raw score of 18 out of 32. He read The Girl With Her Bucket with a total of 16 miscues which gave him a rate of 1:10 or 90% instructional. He had 4 self-corrections, a rate of 1:40 or 97%.

His reading was quite hesitant. His spontaneous retell

was three items and he was able to answer the questions in the cued recall. The inferential questions were not answered.

The Girl and Her Bucket

Characteristics of Retelling	Ideas in the story	No of ideas/ points	Student's score, Spontaneous recall	Student's score, for cued retell
Main characters	The main character is a young girl.	1	1	
Theme of story	The girl wants to be rich and famous.	1		1
Plot of the story	The girl is going to market to sell milk.	1		1
Events of the story	<ol style="list-style-type: none"> 1. Going to market. 2. Sell milk for gold. 3. Buy hens to lay eggs. 4. Eggs hatch, more eggs to sell. 5. Spills bucket of milk. 	5	3	2
Inferential ideas (infer, predict, explain, read between the lines)	<p>Why did the bucket of milk fall off the girl's head?</p> <p>Could the girl have become rich and famous if she hadn't spilt the milk?</p>			

16/5/08 In the final reading of the text, Student Four scored 1:33 or 96% on the Running Record with a self-correction rate of 1:54 or 98%. His reading was much more fluent. He recalled seven items and he attempted to answer the inferential questions. One inferential question was answered correctly. He recall of 8 items is an improvement of 50%.

The Girl and Her Bucket

Characteristics of Retelling	Ideas in the story	No of ideas/ points	Student's score, Spontaneous retell	Student's score, for cued retell
Main characters	The main character is a young girl.	1	1	
Theme of story	The girl wants to be rich and famous.	1	1	
Plot of the story	The girl is going to market to sell milk.	1	1	
Events of the story	<ul style="list-style-type: none"> 2. Going to market. 2. Sell milk for gold. 6. Buy hens to lay eggs. 7. Eggs hatch, more eggs to sell. 8. Spills bucket of milk. 	5	5	
Inferential ideas (infer, predict, explain, read between the lines)	<p>Why did the bucket of milk fall off the girl's head?</p> <p>Could the girl have become rich and famous if she hadn't spilt the milk?</p>			1

The Student Five Running Record and Spontaneous Recall

On the first reading, 9/4/08. the student scored 1:20 or 95% easy in his running record. He had no self-corrections. In spontaneous recall, he recalled three items and answered three more items when questioned 37%. On his second reading 16/5/08, he scored 1:32 or 96% Easy, with a self-correction rate of 1:41 or 97%. He recalled 100% of the items in the story and was able to answer the inferential questions. This is an improvement of 63% on this book.

The Girl and Her Bucket

Characteristics of Retelling	Ideas in the story	No of ideas/ points	Student's score, Spontaneous retell	Student's score, for cued retell
Main characters	The main character is a young girl.	1	1	
Theme of story	The girl wants to be rich and famous.	1		
Plot of the story	The girl is going to market to sell milk.	1	1	
Events of the story	1.Going to market. 2. Sell milk for gold. 3.Buy hens to lay eggs. 4.Eggs hatch, more eggs to sell. 5.Spills bucket of milk.	5		3
Inferential ideas (infer, predict, explain, read between the lines)	Why did the bucket of milk fall off the girl's head? Could the girl have become rich and famous if she hadn't spilt the milk?			

The Girl and Her Bucket

Characteristics of Retelling	Ideas in the story	No of ideas/ points	Student's score, Spontaneous retell	Student's score, for cued retell
Main characters	The main character is a young girl.	1	1	
Theme of story	The girl wants to be rich and famous.	1	1	
Plot of the story	The girl is going to market to sell milk.	1	1	

Events of the story	<ol style="list-style-type: none"> 3. Going to market. 2. Sell milk for gold. 4. Buy hens to lay eggs. 5. Eggs hatch, more eggs to sell. 6. Spills bucket of milk. 	5	5	
Inferential ideas (infer, predict, explain, read between the lines)	<p>Why did the bucket of milk fall off the girl's head?</p> <p>Could the girl have become rich and famous if she hadn't spilt the milk?</p>			2

Results of Lesson 6 – Visualization Task John Munro.

In order to assess if the group had achieved the ability to visualize the visualization task was administered to each child individually. Because of time restrictions the task was shortened. The children were given the practice tasks with support of the teacher.

Student 1

	Sentences	Your mind picture
1	The young man and his friend rode on the bike.	A young man and his friend both got to ride in the park.
2	They were enjoying themselves.	I can see two friends riding their bikes, catching each other and playing happily.
3	The birds were singing in the trees.	I can see some birds singing in tall trees. Their songs are beautiful..
4	The two boys chatted. They were not paying attention to any thing.	Two friends were not playing attention. The two friends were talking. They were not listening.
5	They were supposed to watch where they were going.	I see maybe four boys. They didn't even watch where they were going.
6	The track became narrow and twisted.	I can see a track beginning to narrow and its starting to twist.
7	Suddenly it began to slope down and the bike sped up.	I see the path.(What does slope mean?) The slope made the bike speed up.
8	People in the park watched and gasped as it went faster and faster.	People in the path were watching, excited.
9	The two riders weren't smiling and chatting any longer.	The two riders weren't even smiling or chatting. They were. I forgot.
10	Now they were gripping the bike as tightly as they could , showing fear on their faces.	They are holding the bike tightly. They were angry.
11	People in the park had stopped what they were doing and started to yell, "Stop" or "Be careful."	People stopped doing what they are doing and yelled "Stop" or "Be careful"

Student One read most of the words perfectly but when she started to feed the same words back, it became apparent that she didn't know what some of the words meant eg narrow, twisted, slope, fear. This must have affected her ability to visualize the texts. The length of the task may also have had an effect as the earlier responses showed better imagery than later.

Student Two.

	Sentences	Your mind picture
1	The young man and his friend rode on the bike.	A six year old boy went to his friend's house and said,"Do you want to ride the bike?"So they went to the park and rode the bike.
2	They were enjoying themselves.	When they were riding the bike ,they were happy and laughing.
3	The birds were singing in the trees.	Five birds were friends. They were singing some songS.
4	The two boys chatted. They were not paying attention to any thing.	They boy and his friend were talking. They were chatting and not paying attention.
5	They were supposed to watch where they were going.	The boy and his friend didn't really watch where they were going.
6	The track became narrow and twisted.	Student didn't understand the vocabulary.
7	Suddenly it began to slope down and the bike sped up.	Does sped mean speed? The boy and his friend were riding their bike again. Suddenly it was a bit faster than it was before.
8	People in the park watched and gasped as it went faster and faster.	All the people in the street watch the boy and his friend riding.
9	The two riders weren't smiling and chatting any longer.	The boys are looking scared.
10	Now they were gripping the bike as tightly as they could , showing fear on their faces.	They're holding the bike very tightly.
11	People in the park had stopped what they were doing and started to yell, "Stop" or "Be careful."	People in the park were shouting to the boys to stop.

The student commenced the task correctly. Soon it became apparent that she had not been adequately prepared for the task as she had to ask what some of the words meant. She began to feed the same vocabulary back so would benefit lessons in paraphrasing and orientation of the text before commencement.

Student Three

	Sentences	Your mind picture
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1	The young man and his friend rode on the bike.	A young man was riding with his friend on a path that went round in circles.
2	They were enjoying themselves.	Some people were sitting down playing a gameboy.
3	The birds were singing in the trees.	Some birds were chirping.
4	The two boys chatted. They were not paying attention to any thing.	They were talking to each other. Not paying attention to anything.
5	They were supposed to watch where they were going.	They were riding and talking to each other, trying to turn a corner. Then they turned.
6	The track became narrow and twisted.	When riding the bike the ground went narrow and crooked, grass on the path.
7	Suddenly it began to slope down and the bike sped up.	The bike went fast, the path went down.
8	People in the park watched and gasped as it went faster and faster.	Some people across the road were looking at the kids and stared at them.
9	The two riders weren't smiling and chatting any longer.	They weren't chatting. They were riding so they didn't smash when they were speeding.
10	Now they were gripping the bike as tightly as they could , showing fear on their faces.	Gripping the bike tightly, they were panicking
11	People in the park had stopped what they were doing and started to yell, "Stop" or "Be careful."	Some people across the road yelled stop or be careful.

Student Three read the words almost perfectly but tended to feed back the same language rather than paraphrasing for some images.

Student four

	Sentences	Your mind picture
1	The young man and his friend rode on the bike.	A young man was riding on his bike with his friend.
2	They were enjoying themselves.	They were having a fun time.
3	The birds were singing in the trees.	There were lots of birds singing in the trees.
4	The two boys chatted. They were not paying attention to any thing.	The two friends were talking a lot.
5	They were supposed to watch where they were going.	They were supposed to watch because it was a busy road, They were supposed to stop.
6	The track became narrow and twisted.	The track was becoming smaller and smaller and it was twisting.
7	Suddenly it began to slope down and the bike sped up.	Suddenly the bike began going really fast.

8	People in the park watched and gasped as it went faster and faster.	What does gasped mean? People were watching and they got a fright.
9	The two riders weren't smiling and chatting any longer.	The bike riders didn't want to talk anymore.
10	Now they were gripping the bike as tightly as they could, showing fear on their faces.	They were grabbing on the bikes with sad faces.
11	People in the park had stopped what they were doing and started to yell, "Stop" or "Be careful."	The people yelled lookout.

Student Four showed the wrong interpretation of some of the images possibly due to the use of unknown vocabulary eg. sad for fear

Student Five

	Sentences	Your mind picture
1	The young man and his friend rode on the bike.	Two men on bikes in the city.
2	They were enjoying themselves.	Probably doing tricks on their bikes.
3	The birds were singing in the trees.	I see ten birds in trees singing.
4	The two boys chatted. They were not paying attention to any thing.	The two boys were talking and not listening to anyone.
5	They were supposed to watch where they were going.	The two boys are looking at each other talking and they don't know where they are going.
6	The track became narrow and twisted.	The ground is narrow and twisted with cracks in the ground.
7	Suddenly it began to slope down and the bike sped up.	The bikes are getting faster and faster.
8	People in the park watched and gasped as it went faster and faster.	People are talking and turning to see the two bikes.
9	The two riders weren't smiling and chatting any longer.	Just riding.
10	Now they were gripping the bike as tightly as they could, showing fear on their faces.	The boys are grabbing the bikes harder and looking scared.
11	People in the park had stopped what they were doing and started to yell, "Stop" or "Be careful."	The adults stopped what they were doing saying stop, be careful, they're going to crash.

Student five interpreted the items of text quite well. He appeared to be the most confident.

APPENDIX

Description of Teaching Unit

In the first session the students reread the texts read at Instructional level, given during the Observation Survey Pre-testing. They completed a Running Record that was later analysed. They then gave a spontaneous re-tell that was recorded. A guided re-tell was then administered.

In the second session the Reading progress Test was administered to the students as a group. A series of lessons on visualization followed concluding with further retesting.

Visualizing Task

Lesson 1 Teacher modeling.

Direct modeling of the active thought process.

Objective – To introduce the visualization strategy to the students.

Teacher Instructions

I am going to teach you a way of helping you remember what you have read. You do this by making pictures in your head, as if you are playing a movie. Display and read to the group, the following quote from “Where The Wild Things Are.” Maurice Sendak (Adapted from John Munro and

“That night, in Max’s room a forest grew and grew and grew until the ceiling hung with vines and the world became the world all around.’

Explain to the children. As I read that passage I see a boy sleeping in bed at night. Lots of plants begin to grow. Trees sprout up around the wall and vines creep across the ceiling. The room begins to get as dark as a forest. Then the walls disappear and I can see the world outside his room, the sky, the hills and an ocean.

Question the children. What do you see as I read these words? Pretend you are playing a movie in your mind.

Share what you can see with the rest of the group. Let each child share what he can see in turn.

The children’s reactions will be taped due to the time constrictions involved with writing and drawing.

Re-iterate that this is a method to help remember what is in the text. Get children to vocalize the steps taken.

Read the sentence. Make the picture in your mind. Read the next sentence.

Resources

Cue Card with sentence on it.

Tape recorder

Lesson 2

Objective – To revise the visualization strategy introduced in the previous session.

Remind the children of the previous lesson.

Yesterday, we made a picture in our heads as we read the text and I told you we were learning to do this because it helps you to understand and remember what is in the writing.

Reread the lines from the previous day and remind the children of the boy in his room as the forest grew.

Display the next quote and get the group to read it.

Continue with, “ And an ocean tumbled by with a private boat for Max.”

I can see a boy in his pajamas, climbing into a boat in the moonlight and sailing away across the ocean.

Again the children share what they can see in their minds. Record what the children say. Reiterate that this is a way to help the readers understand and remember the text. Have the children repeat the steps taken.

Resources

Cue card with sentences.

Tape recorder.

Lesson 3

Objective – To revise the visualization strategies and to practise the implementation of these.

Begin with a reminder that this is to help with understanding and remembering the text.

Display the text, “ As the boys rode their bikes along the path a black dog chased them.

I can see a bike path going through the trees. Two boys are riding along the path on their bikes. There are other people walking along the paths. Some of them are walking their dogs. Suddenly a black dog comes running along the path and starts to chase the boys. The dog is barking and the boys are yelling.

Turn to your partner and share what you see when you read those words. S you read you should be making little pictures in your head. Do you do it? That helps you to remember and understand what you are reading. After sharing remind the children of the steps taken. Get the children to vocalize the steps taken.

Resources

Cue card

Tape recorder

Lesson 4

Objective – To revise the visualization strategies introduced in previous lessons and to introduce the R.I.D.E.R visual imagery strategy and the R.I.D.E.R. cue cards.

“Visual imagery strategy procedures

The visual imagery strategy was designed to facilitate reading comprehension by requiring students to read a passage and to create visual images representative of the content of the passage. Students follow these procedures:

1. READ Read the first sentence.
2. IMAGE Try to make an image a picture in your mind.
3. DESCRIBE Describe your image.
4. EVALUATE Evaluate your image for its completeness.
 - a. Check to make certain your image includes as much of the sentence content as possible. If content is missing, adjust your image and continue.
 - b. If your image is comprehensive, continue.
5. REPEAT Read the next sentence and repeat steps 1 through to 4” (Clarke et al., 1984 p 146.)

Explain that the card is to help the students to remember the visualization steps. Explain what each steps means. Display the next piece of text one sentence at a time.

Rehearse the steps for visualization.

“The boat went sailing on the lake.” Ask the children to share what they can see as they read. Point to the R.I.D.E.R. steps to help the children vocalize their visualizations.

Add the next sentence, “The boat was red and yellow.”

Ask the children to share their image of the sentences. How has their image changed?

Have the children share their images with a partner.

“As you read you should be making little pictures in your head. Do you do it? That helps you to remember and understand what you are reading.”

Resources

R.I.D.E.R. cue cards

Sentence cue cards

Tape recorder

Lesson 5

Objectives – To further revise the use of visualizing as an aid to comprehension and the R.I.D.E.R. strategy as an aid to visualization.

Display cue cards, reminding the children to use the R.I.D.E.R. strategy.

The old lady carried her shopping into the house.

She put the milk into the fridge and the bread into the cupboard.

Then she took out a tin of cat food and put it in the cat's bowl.

The cat rubbed around her legs. She bent down and patted the cat's head.
Encourage the group to read the sentences one by one, making an image in their heads as they go, then to share their images with the rest of the group.
Have the children share their images.

Resources

Sentence cue cards.

R.I.D.E.R. cue cards

Tape recorder

Lesson 6

Objective – To assess the progress that the students have made in their ability to visualize.

The children will work on this part of the lesson as individuals.

Introduce the children to the John Munro Visualization Task.

Remind the students of the R.I.D.E.R. strategy.

Complete the practice tasks then the teacher will record the students re-actions to the items on the task.

Lesson 7

Objective – To enable the students to practise visualizing skills on an extended text with little visual support.

After a reminder to use R.I.D.E.R. the children will read a text individually at their own level. The teacher will record a Running Record, spontaneous retell and cued retell.

Student 1 – Alpacas In Heaven – Reading Recovery Level 28

Student 2 – Alpacas in Heaven- Reading Recovery Level 28

Student 3 - The Whirlwind – Reading Recovery Level 27

Student 4 – Matthew Likes to Read – Reading Recovery Level 20

Student 5 – Mrs Bubble’s Baby. Reading Recovery Level 21