

## *Hypothesis :*

**“Teaching a year 5 & 6 class visualisation strategies using the R.I.D.E.R method increases reading comprehension in students with low comprehension.”**

### **Abstract**

Many children in late primary have difficulty with comprehension. Researchers have recognized that children need to be taught specific comprehension strategies to enable them to extract more meaning from text. Students need to be taught imagery thinking strategies which takes them beyond literal comprehension, word identification and vocabulary. Students often have difficulty recalling information despite being competent decoders. Visualisation is a comprehension strategy which enables students to create an image in their mind as they read and in doing so, strengthen reading comprehension.

The hypothesis for this study is that teaching a year 5 & 6 class visualisation strategies using the R.I.D.E.R method increases reading comprehension in students with low comprehension.

The R.I.D.E.R strategy developed by Clark, Deshler, Schumaker, Alley & Warner (1984) was taught over 10 teaching sessions and undertaken in a 5 /6 class of 32 students. A teaching group was established after the Pre test for comprehension. Several assessments were used to establish each student’s entry level including Self efficacy, visualization and comprehension. The study was undertaken as follows :

1. Whole class
2. Small group teaching

It was anticipated that the small group teaching following the whole class teaching sessions, enabled students with attention, self efficacy, self esteem and processing difficulties to have additional support and practise to acquire the R.I.D.E.R strategy.

A control group in a 5 /6 class was also established after testing students and discussing the results with the class teacher. Where possible a suitable match was found between students in both the teaching group and the control group.

Students were introduced to the strategy R.I.D.E.R and given visualization tasks, commencing with drawing and describing. Students worked independently to draw images and then moved into pairs to describe images.

R - Read

I - Imagine

D – Describe

E - Evaluate

R – Repeat

The study compared the results of the teaching group and the control group. Whilst results do not indicate support for the hypothesis by increasing comprehension, they do suggest that teaching the visualization strategy R.I.D.E.R does improve student's ability to visualize. Whilst some students made significant gains in their post comprehension test they were inconclusive as only 50% of the teaching group improved.

Possible reasons for the inconclusive results are discussed and in addition, suggestions for future trials and research are proposed.

## **Introduction**

Research indicates that proficient readers use a variety of reading strategies to comprehend text. Boyle (1996) cited in Staal (2000) notes that whilst reading comprehension tasks are among the most difficult tasks children struggle with, they are important life skills which are needed to function successfully in society.

Research suggests that efficient readers use a number of different strategies to comprehend text, many researchers have examined how children read text to extract meaning. A study by Parsons (2006) examined :

- what the attraction was for some children to like reading
- Identify what it was that engaged readers
- Determine what readers do which makes the experience fulfilling for them

In addition Rosenblatt (1978) cited in Parsons (2006) noted that where the readers goal is to extract information and process words the reader does not become immersed in the experience of the story. By contrast where the reader focus is on the feelings and images of the story, they adopt an aesthetic attitude. If children are to enjoy reading and become lifelong readers, teachers must embrace reading as an experience in the classroom.

Researchers for many years were of the belief that once children had acquired the skill to read they would without specific teaching be able to comprehend what they read. In more recent times researchers are recognizing that children need to be taught specific comprehension strategies to enable readers to extract more meaning from text Williams (2005).

Williams (2005) suggests a structured and explicit approach to teaching comprehension to at risk readers. The principals of an effective instructional design

- (i) modeling by the teacher
- (ii) scaffolding
- (iii) practise with feedback.

In addition a study by Williams (2005) suggests that texts for comprehension need to be simple and may need to be developed for the specific teaching.

Comprehension can be assessed under two conditions by (i) asking the reader to retell the text in their own words and following a spontaneous re-telling (ii) cued retelling where questioning examines additional knowledge the reader has gained Munro (2006).

Visualisation is the ability to form pictures or images of the text to assist with remembering and understanding the text. Staal (2000) developed a visual learning strategy “The Story Face” as a visual framework for strengthening reading

comprehension. Visual imagery strategies enable students to form pictures in their minds.

According to Manning ( 2002) children who are positive readers need assistance to become involved in the text. By drawing and dramatizing, reading can come to life.

And furthermore

*Visualizing is necessary for comprehending any text. This ability can be enhanced by helping readers concentrate on the pictures they create in their minds.*

In order for students to become active readers they need to be taught specific strategies which enable them to challenge and manipulate texts. According to Williams (2000) students need imagery thinking strategies which take them beyond the basics of literal comprehension, word identification and vocabulary. In addition when imagery strategies are modeled, practiced and applied, students become strategic, knowledgeable, motivated and reflective.

Whitehead (2002) undertook an action research project where students received an imagery lesson once a week, discussion as a means of modeling the imagery thinking strategy and practise during a guided reading lesson. Students were taught imagery strategies which enriched comprehension. Readers were taught to use (i) still images – a picture in a book (ii) moving images – events in motion and (iii) melting images – represented by changes in state. Teachers assisted students to become responsive, knowledgeable and motivated readers by teaching imagery and thinking skills. Sadoski, 1983; Long, Winograd & Bridge, 1989 cited in Whitehead (2002) suggest that teaching imagery strategies enables children to infer and assists them to recall and comprehend text in both a sensual and spatial way.

Parsons (2006) notes that visualization assists readers to both create and experience the story. Readers can feel as if they are present in the story or they can become a character. When readers can elaborate on the images they have created, the more they can comprehend the story.

A study undertaken by Parsons (2006) analysed reading comprehension and the importance of visualization. Parsons (2006) concluded that reluctant readers need help to visualize text. Asking questions to encourage visualization helps children to share their understanding and experiences.

According to Hibbing & Rankin- Erickson (2003) many reluctant readers with low comprehension have difficulty describing pictures in their minds while reading. Additional reasons for this inability to create an image include poor vocabulary, limited experience and lack of understanding that visualizing is helpful. For proficient readers, creating a mental image is a natural step to reading comprehension. Research suggests when children are taught imagery strategies their capacity to recall is increased and their ability to make inferences and predictions is increased Gambrell, 1981; Gambrell & Bales, 1986; Pressley, 1976; Sadoski, 1983, 1985 cited in Whitehead (2002). Drawings by students enable the teacher to identify what has or has not been understood.

Clarke, Deshler, Schumaker, Alley and Warner (1984) designed a visual imagery strategy to increase reading comprehension in adolescents with learning difficulties. Reading materials selected for the study included passages which had an “imaginable” content, abstract passages were not included. Students in the study were required to read a passage and create an image of the passage, the results of the study indicated that reading comprehension increased by 30% on the test for an ability level passage and 33% on the test for a grade level passage.

The study to be discussed in this research implemented the strategy R.I.D.E.R developed by Clark, Deshler, Schumaker, Alley & Warner (1984) in both a whole class and small group teaching group The R.I.D.E.R visual imagery strategy procedures included :

1. Read : Read the first sentence
2. Image : Try to make an image in your mind
3. Describe : Describe your image
4. Evaluate : Evaluate your image for your completeness
5. Repeat : Read the next sentence and repeat steps 1 – 4.

The R.I.D.E.R strategy assists students to create a picture in their mind, recall the image and then describe the image created. Through the use of R.I.D.E.R cue cards the students in the study were prompted to recall the steps with the aim to increase reading comprehension skills. The cue cards were enlarged and displayed as a whole class prompt, in addition each student was given a cue card and placed on the desk top. The following action research paper outlines the implications for teaching R.I.D.E.R as a visualization strategy to increase reading comprehension in year 5 /6 students.

### **Hypothesis**

Teaching a year 5 & 6 class visualisation strategies using the R.I.D.E.R method increases reading comprehension in students with low comprehension.

### **Method**

The research used an A.T.A (assess, teach, assess) design. Students were assessed in oral reading accuracy and reading comprehension. A control group and teaching group were identified.

### **Participants**

The participants were in a year 5 /6 class of 30 students. Students were selected into two groups of 8 for the control and teaching group according to both reading accuracy and comprehension scores. As far as possible an even match of both groups was made. All students identified some difficulty with reading comprehension when tested, in addition some students have had a history of reading, memory, processing or comprehension difficulties.

## **Summary of students in the teaching group:**

### ***Student A***

Low comprehension, tends to read passages quickly and misses key information when completing comprehension tasks. Good self-esteem, motivated, positive attitude, regularly attends school.

### ***Student B***

Low comprehension, Auditory processing difficulties since prep, short term memory difficulties. Reading recovery in year 1 and corrective reading decoding strategies in year 4. Issues with poor self-esteem impact on peer relationships and learning, tends to have days off when he is having difficulty coping with school, ongoing physical issues with tiredness & headaches.

### ***Student C***

Has experienced comprehension difficulties, tends to become anxious when asked to perform. Is a motivated student who has a positive attitude. Regularly attends school

### ***Student D***

Auditory processing, memory and comprehension difficulties. Becomes stressed with comprehension tasks, gives up easily. Corrective Reading program – decoding strategies in year 4. Weekly tutor to assist reading spelling and comprehension tasks. Frequent absences.

### ***Student E***

Vision difficulties – wears glasses, behavioural optometry assessment, short listed for reading recovery, very motivated, low comprehension. Regularly attends school.

### ***Student F***

Low comprehension, poor self-esteem, gives up easily, poor motivation, fine motor difficulties – slow writing speed. Has a history of absence from school after surgery to legs.

### ***Student G***

Low comprehension, easily distracted, talkative, frequently interrupts with questions, has difficulty staying on task. Regularly attends school.

### ***Student H***

Low comprehension, fluctuating self-esteem, poor motivation, low IQ (borderline ID), slow processing speed, poor listener, needs instructions repeated. Regularly attends school.

**Table 1:**  
**Teaching group students (A – H)**  
**Control Group students (I – P)**

**Table 1: Participants at Entry level :**

<b>Student</b>	<b>Age (months)</b>	<b>Gender</b>	<b>Reading age (mths)</b>	<b>Torch Pre test</b>	<b>Vis task Pre test</b>	<b>Self effic Pre test</b>
Student A	140	M	153	55	21	13
Student B	149	M	153	55	31	17
Student C	139	F	150	52	31	9
Student D	140	F	150	20	28	16
Student E	132	F	150	41	23	7
Student F	128	M	153	41	29	8
Student G	126	F	150	35	31	14
Student H	126	M	133	28	23	12
Student I	140	F	133	42	30	14
Student J	145	M	153	42	19	16
Student K	137	F	150	41	14	16
Student L	145	M	153	28	22	13
Student M	135	F	150	39	21	17
Student N	131	F	147	37	19	17
Student O	131	F	150	35	18	16
Student P	133	M	153	20	15	7

**Note:** Reading age above a Burt score of 80 was given a norm score 150 (F) or 153 (M)  
 ( above 80 – misleading norm score range)



## **Materials :**

### **Formal Assessment :**

1. TORCH assessment tool Mossenson, Hill & Masters ( 1987) – aims to assess the extent to which readers are able to obtain meaning from text. Scores may be interpreted from the content-referenced criteria or the group- referenced data. Students were presented with a passage of text and a retelling of the passage in different words. The students are required to complete the retelling by filling in the gaps in one or more of their own words – resembling a cloze passage.

Pre TORCH assessment – “The cats”

Post TORCH assessment – “Shocking Things Earthquakes”

2. Visualising task : Individual administration – Munro, J 2006 (adapted by B. Dalheim)

Visualisation score sheet – teacher completion.

Students were given this task after 2 –3 practises at visualizing sentences. The teacher models visualization of each practise sentence and the student responds. The students then visualized 16 sentences and the teacher wrote down each description.

3. Fry Readability Graph – Fry ( 1977)

Texts were measured on the readability graph

4. Self Efficacy Scales – Chapman & Tunmer

Self Efficacy score sheet

5. BURT Word Reading Test – Gilmore, Croft, Reid (1981)

An individually administered measure of an aspect of a child’s word recognition skills. The test helps to make a broad estimate of a child’s reading achievement.

## **Informal Assessment :**

### **1. Teacher evaluation of students performance – (Appendix 1)**

- Participation & attention –(P)
- understanding of strategy – (U)
- demonstration of strategy – (D)

Abs – absent

WC – whole class teaching

TG – teaching group only

The teacher scored student performance in participation, attention, understanding and demonstration at the conclusion of each teaching session. This informal assessment enabled the teacher to undertake ongoing monitoring during the study.

Absences were also noted each session.

### **2. Anecdotal observations taken during and after session 1, 4, 7 &10 (Appendix 2)**

Observation included comments, motivation, attention to task, demonstration of understanding of the R.I.D.E.R strategy.

## **For Teaching :**

### **1. Selected texts from the ERIK program- graded on the Fry's Readability Scale (1977). All of the texts measured were graded at year 3.**

- Chicken Pox
- School Sports Day
- The School Camp
- A Trip To The Dentist
- The Fishing Trip
- A Picnic at the Dam
- A Trip to the Snow
- Ross and Jack Go Camping
- A Day at the Beach

2. R.I.D.E.R prompt cards  
R.I.D.E.R card for each student, large version for class display (**Appendix 3**)
3. Visualisation record sheets for drawing & writing
4. Running sheet for each lesson plan – each lesson written in steps to enable the teacher to follow the steps to explicitly teach the strategies. (**Appendix 4**)
5. Overhead projector for whole class instruction  
Set of overheads with R.I.D.E.R strategy and ERIK texts.

**Procedure :**

Assessments (BURT & Torch) were administered to both year 5 /6 classes. Data was analysed and after discussion with class teachers, the teaching and control groups were determined.

Parent consent forms were sent home for signing and returned to school.

Both the control group and Teaching Group completed the Visualisation Task – administered individually (both pre and post).

Both The teaching group and the Control group came together to complete the Self Efficacy Scale.

**Teaching session format :** Detailed lesson plans (**Appendix 4**)

(**Sessions 1 –5**) see appendix for teaching sessions

The visualization strategy was introduced and then practiced with the whole class during the Literacy Block. The teaching sessions were approximately 40 – 45 mins in length.

### **Sessions (6 –10)**

The visualization strategy was taught and practiced with the teaching group in an adjacent room. The remaining students continued with a comprehension activity with the classroom teacher.

The teaching was undertaken over a three week block.

### **Sessions 1 –3 :**

Visualisation was introduced as a comprehension strategy

Students read each sentence, and created a picture in their mind, then drew the picture.

The teacher invited individual students to describe their images.

Steps to visualizing a text were taught

1. Read the sentence
2. Make a picture of the sentence in your mind
3. Draw the picture – students were told that only pencil was to be used and that whilst the pictures needed to be explicit they did not need to be works of art.
4. Describe the picture using the cue “In my mind I see..”
5. Share the image with a partner or whole class.

### **Sessions 4 & 5**

1. Introduction of the R.I.D.E.R strategy using cue cards.
2. Overhead used to introduce each step in R.I.D.E.R
  - Read
  - Imagine
  - Describe
  - Evaluate
  - Read On.
3. Teacher modeled the strategy while reading to the class to reinforce each step.
4. Students read 2 -3 sentences, created a picture in their mind, wrote the description on the passage sheet and then described image to a partner. Teacher cued students to use the strategy during reading.
5. Teacher monitored student understanding giving positive feedback and assistance to students as needed.
6. Students identified each R.I.D.E.R step at the end of the lesson

**Sessions 6 - 10** - Teaching group was withdrawn

### Sessions 6 – 8 -

1. Steps to visualizing a passage were revised
  1. Read the sentence
  2. Make a picture of the sentence in your mind
  3. Draw the picture – students were told that only pencil was to be used and that whilst the pictures needed to be explicit they did not need to be works of art.
  4. Describe the picture using the cue “In my mind I see..”
  5. Share the image with a partner or group
  6. Students identify unfamiliar words and suggest synonyms or meaningful phrases.

### Sessions 9 & 10

1. Teacher models the strategy while reading to the class to reinforce each step.
2. Students read 2 -3 sentences, created a picture in their mind, write the description on the passage sheet and then describe the image to a partner. Teacher cues students to use the strategy during reading.
3. Teacher monitored student understanding giving positive feedback and assistance to students as needed.
4. Students identified each R.I.D.E.R step at the end of the lesson.

### Results

Results were inconsistent and inconclusive in supporting the hypothesis “that teaching year 5/6 students the R.I.D.E.R visualization strategy improves reading comprehension” Whilst Post TORCH tests scores indicate that students A, C,D& E improved in areas of comprehension, only student D appears to have made significant gains after the visualization teaching. The average TORCH post test showed that students improved by 0.7 %. (see figure 1)

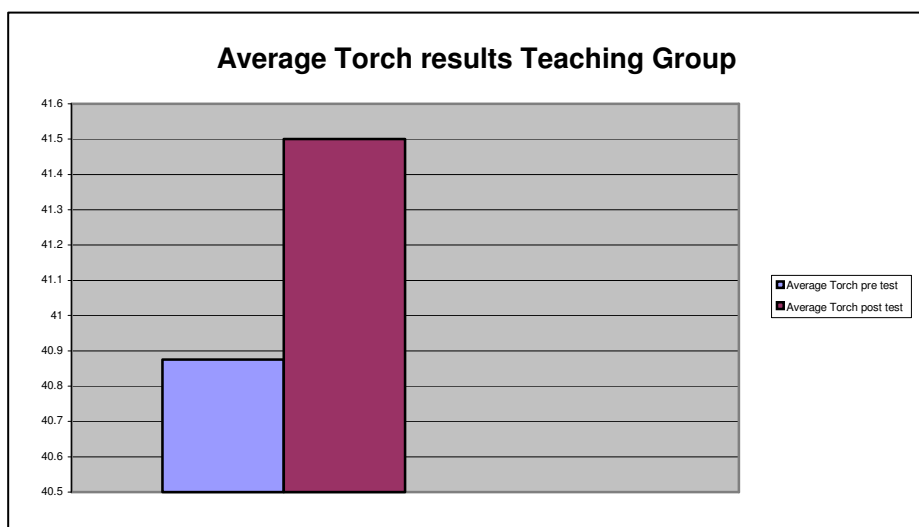


Figure 1

The results for the control group (figure 2) indicate that the Torch post score average improved by 4.25 %, indicating a greater improvement overall than the teaching group. Students K,L,M,N & P all improved. It should be noted that the average pre test torch score for the teaching group was higher (40.8) than the control group (35.5).

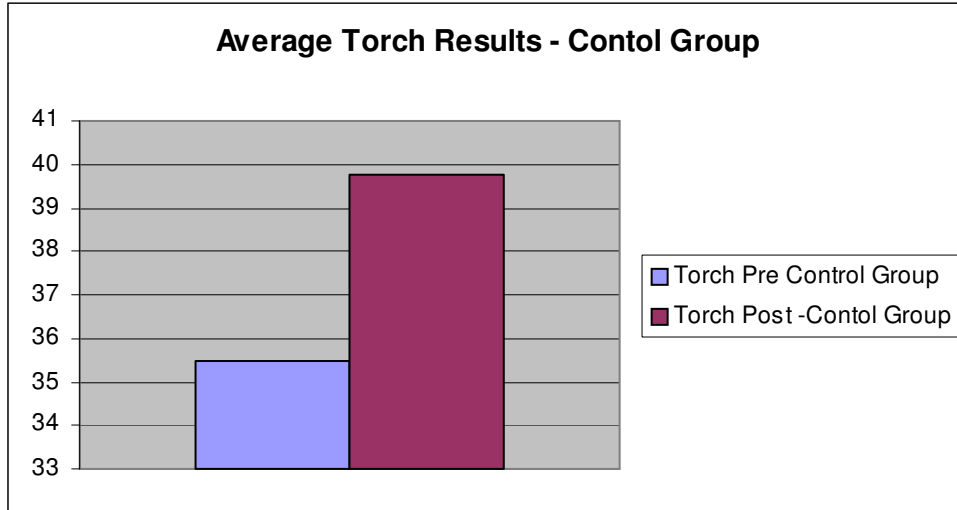


Figure 2

Self efficacy scores in the teaching group (figure 3) indicate that all students improved, students F,G & H having the greatest improvement. This result is pleasing as some students during the Torch pre test displayed low self efficacy. Several of the students in the teaching group have struggled with aspects of learning for several years. Students responded well to both the whole class teaching and the small group teaching.

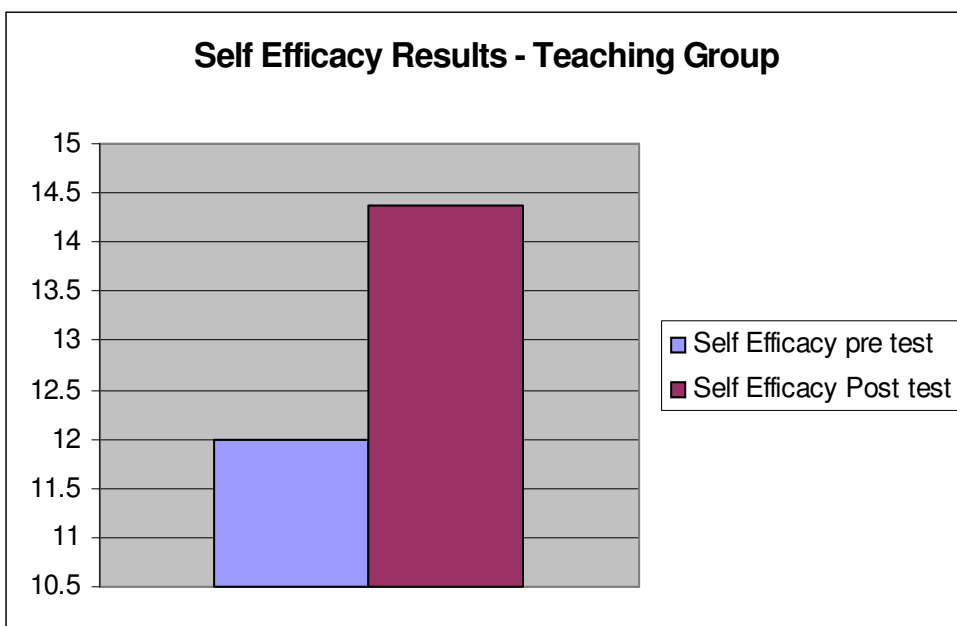


Figure 3

The self efficacy average score in the control group indicates that there had been no overall improvement despite the increased average comprehension scores as indicated in figure 2.

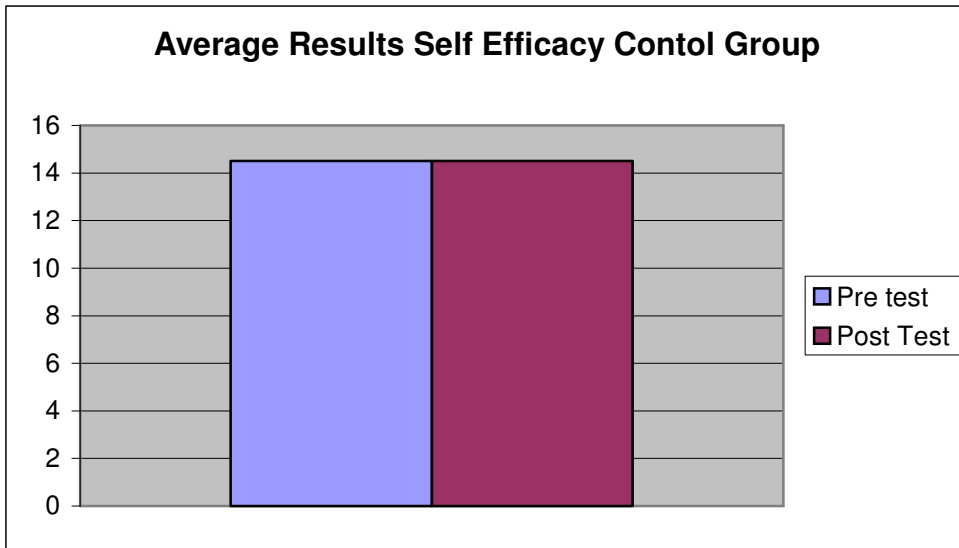


Figure 4

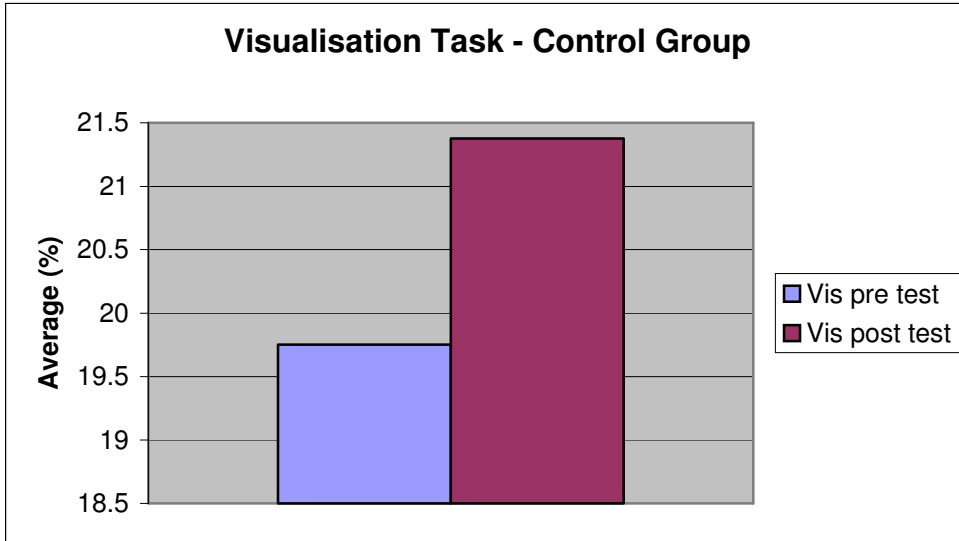


Figure 5

The teaching group results indicate that students could effectively apply the visualization strategy as indicated in the teaching group results (figure 5). Students in the teaching group commenced with a higher average visualization score (27%) than students in the control group (19.8) as shown in (figure 6).

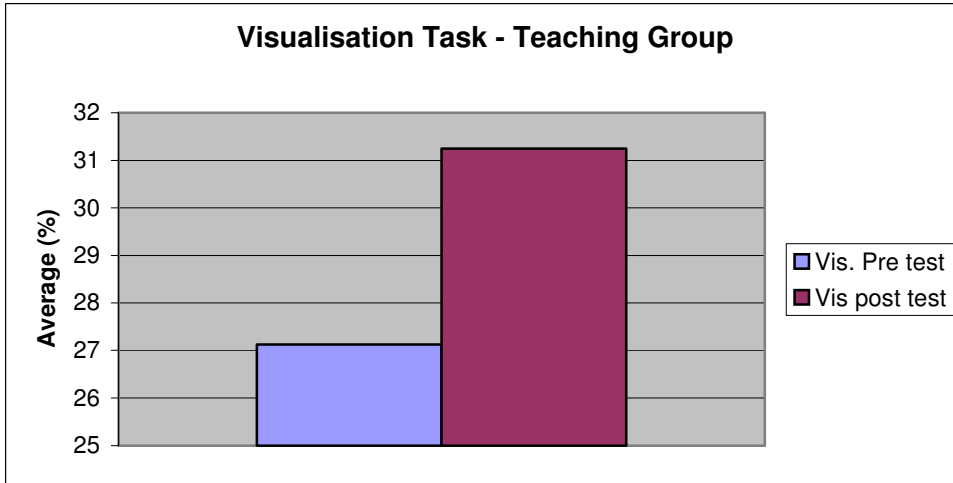


Figure 6

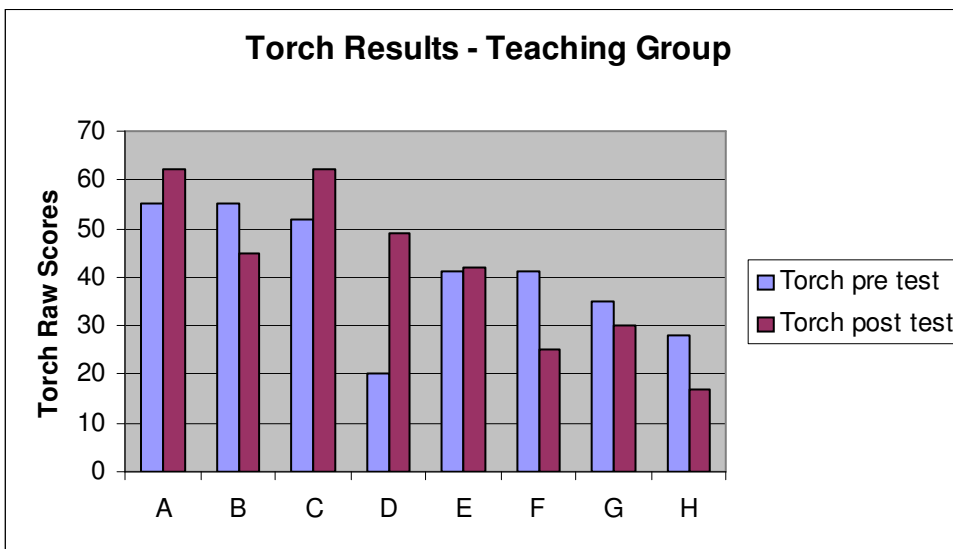


Figure 7

Individual student results in the teaching group vary considerably (see figure 7). It was disappointing to note that only 50% of students improved with comprehension and in fact 50% tested lower after the teaching sessions. In the discussion later in the research document an attempt will be made to further explain this result. It was pleasing to note that student L made a significant improvement. By comparison the student results in the Control Group (Figure 8) show a similar trend with 50% of students improving from their pre test result. Students L & P made significant improvement in comprehension.



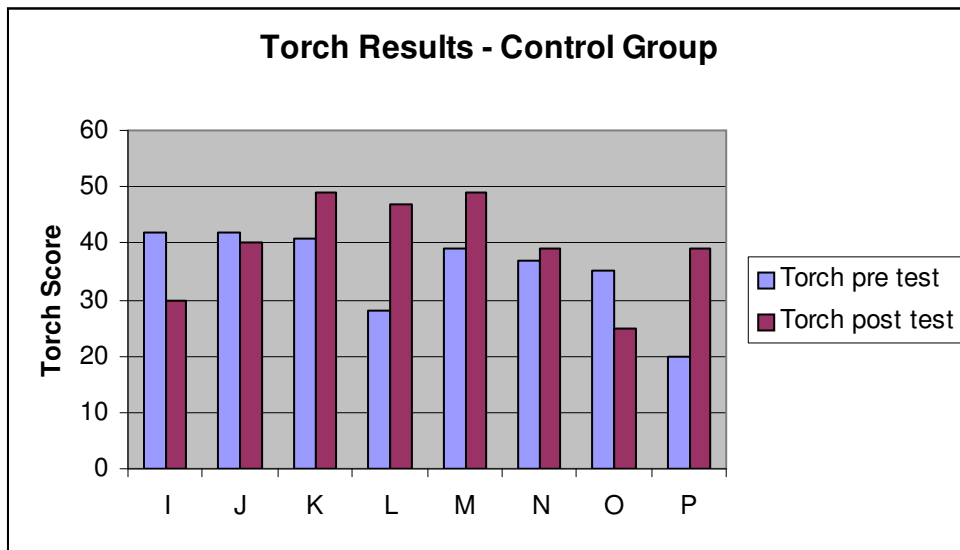


Figure 8

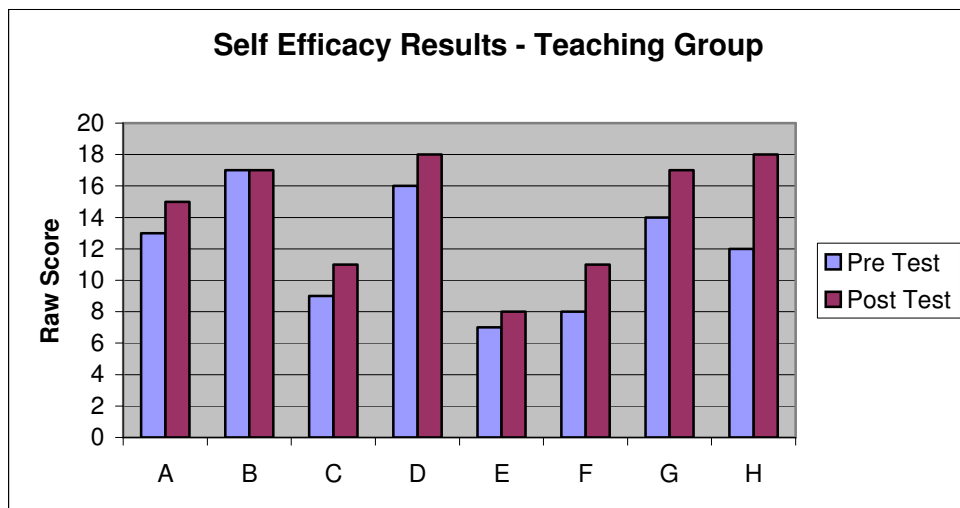


Figure 9

All students improved in Self efficacy (Figure 9), with the exception of student B who maintained the same level. It was pleasing to note that Student H made a significant gain given his difficulty in completing the TORCH and whole class tasks. The small group teaching sessions enabled the teacher to give explicit positive feedback about knowledge, effort and understanding of the R.I.D.E.R strategy. As visualization was for many of the teaching group students a new strategy, strong self efficacy was needed to give students the motivation to apply R.I.D.E.R. It was interesting to note that the results of students in the control Group (Figure 10) indicated a slight gain, with student P making a significant fall.

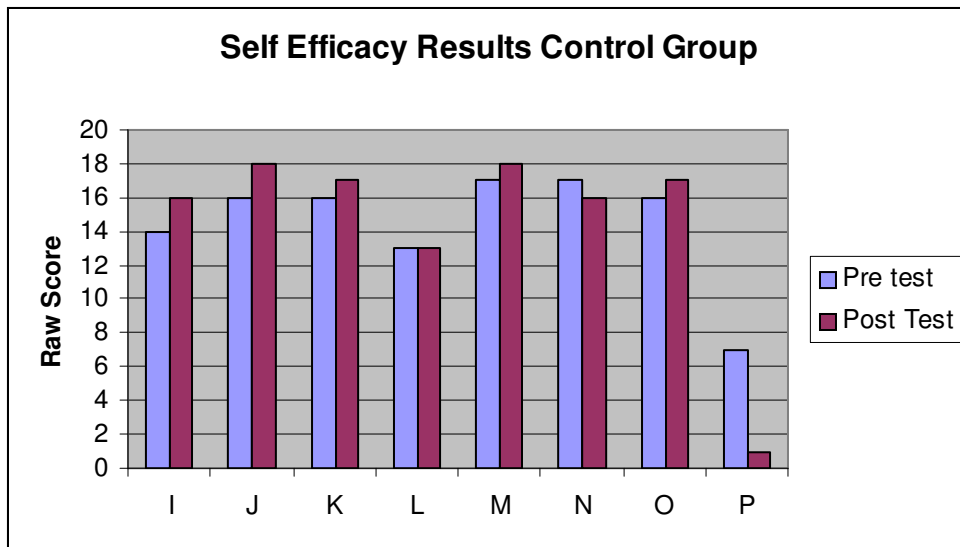


Figure 10

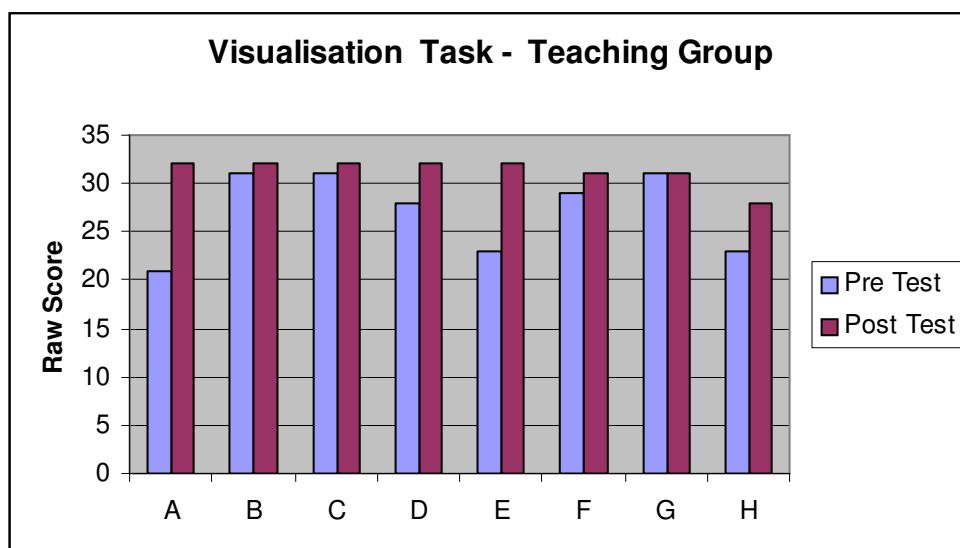


Figure 11

It was pleasing to note that all student results on the visualization task in the teaching group ( Figure 11) improved. Students A & E made the greatest improvements. Student A struggled to create a picture in his mind in the pre test and found the task challenging, he was confident to complete the post test. Student E responded well to the prompt to use “In my mind I see ...” and closed her eyes for both visualization tests. The post test indicates a significant gain by student E by comparison with other students in the group.

Students in the control group had an inconsistent individual result. Student I & J decreased scores in the post test, student K & l improved significantly. Students M, N, O, P made some slight improvements.

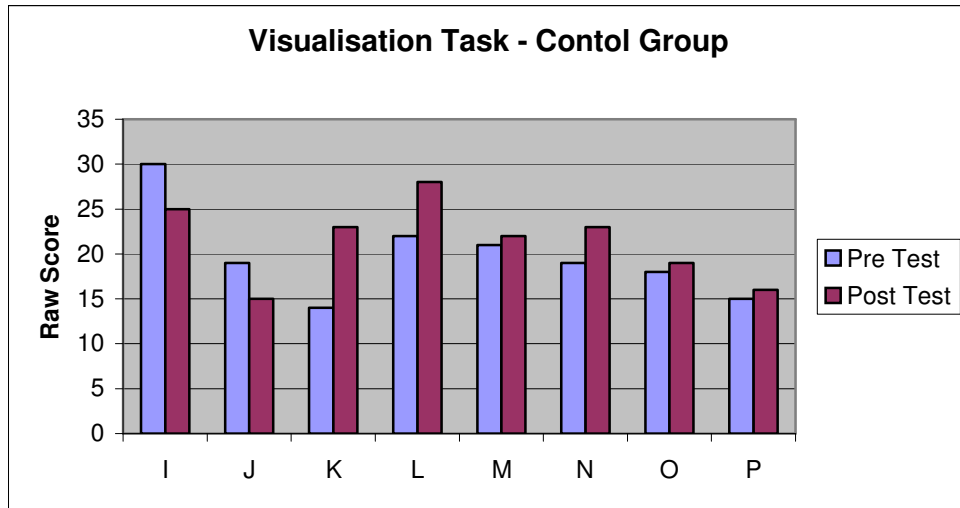


Figure 12

### Discussion :

Whilst the results of the study do not support the hypothesis when group average comprehension results are analysed it should be noted that 50% of students in the teaching group improved in comprehension. In analysing the results of the study, both the control and teaching group data will be discussed.

Students in the teaching group were identified as having low comprehension, and additionally students experienced needs such as low self esteem, poor memory, learning difficulties, low processing speed or low motivation. Small group teaching enabled the teacher to give more explicit teaching and closely monitor understanding. In addition it enabled students to be given additional practice opportunity in applying the R.I.D.E.R strategy. Whole group teaching was effective up until lesson 5 where students with established comprehension strategies were finding the tasks repetitive. One student (not from the teaching group) commented in lesson 5 “why are we doing this again?”. By contrast several of the teaching group students needed additional time to practise the strategy. Student H commented in lesson 4 when asked to describe his image “I can’t do this”. Student F gave very brief descriptions of images and tended to repeat the words from the passage.

The use of the R.I.D.E.R strategy was beneficial to Students A,C,D & E as indicated in Figure 8, these students also made significant improvements when assessed on the visualization task. Student E was highly motivated to learn and apply the strategy in the lessons and consistently used the phrase “In my mind I see...” when describing an image. The Torch post test for Student E was disappointing given the level of understanding demonstrated in the lessons. It should be noted that whilst Student E appeared comfortable during the Torch test she does not perform well under test conditions.

When students were post tested using the TORCH test students were not prompted to use the R.I.D.E.R strategy. Anecdotal observations indicated that students did not refer to the class R.I.D.E.R strategy (displayed on the board) or access individual cue cards.

Manning (2002) noted that children need assistance to become involved in the text, and further that reading can come to life through drawing and dramatizing. Observations of students both in the whole class and small group concur with these findings. Students became absorbed in their drawings and included much detail. Hibbing & Rankin –Erickson (2003) suggest that when students are taught imagery strategies their capacity to recall is increased. These drawings then helped students to describe their images. The drawings helped students to recall sequenced information from the passage and helped them to step into the story.

Student H had some difficulty drawing images initially stating that he had not been to the beach much and was not sure what to draw ( Appendix 2). He needed prompts with questions such as :

- what do you think the children would wear ?
- where would the children be playing ?
- What would be happening in the water ?

The questions helped Student H to think about what he had seen in pictures or what he might imagine would be at the beach. Parsons (2006) noted that visualization helps readers to create and experience the story – readers can feel as though they are

present in the story or that they become a character. Given the detailed descriptions of the images, students in the teaching group both created and experienced the story. And furthermore Parsons (2006) concluded that reluctant readers need help to visualize text, asking questions helps. Similarly Hibbing et al (2003) noted that many reluctant readers with low comprehension have poor vocabulary, limited experience and lack the understanding that visualizing is helpful.

The passages selected for the lessons were all at an easy year 3 readability. In the study by Clarke et al (1984) it was noted that passages needed to have an imaginable content, and that abstract passages were not included. The passages selected from the ERIK program contain topics which the students could readily relate to including fishing, dentist and camping. The results of this study did not concur with the results of the study by Clarke et al (1984) that reading comprehension increased by 30%.

In analyzing the results of the study it is necessary to look at a number of factors which may have been significant. Absenteeism was significant for two students who missed 30% of the lessons and for three students who missed either 20% or 30% of the lessons (**see Appendix 1**).

Student B missed 30% of the lessons ( 2 in the whole class teaching and 1 in the small group). Poor self esteem and relationship difficulties were significant for student B, his mother reporting after the ninth lesson that he was feeling stigmatized with coming out of the classroom. Given that this student was already feeling excluded within his peer group, this response was not surprising as it became clear his motivation and interest fluctuated. Student B TORCH result indicated that his attention to task was poor despite the fact that he took longer to complete the post test than the pre test. (**Appendix 2**). It should also be noted that Student B appeared uncomfortable with the test setting for the post test in the adjacent 5 /6 classroom as he had been absent the day of his class test. Given the significant drop in his score these factors need to be considered.

Absenteeism cannot be factored in to the results for student D as despite missing 30% of the lessons she managed to significantly improve in reading comprehension. An improved self efficacy and demonstrated understanding of visualization could be contributing factors.

In understanding the results of students whose results indicate a lower reading comprehension factors such as slow processing speed, attention difficulties, performance under a test situation and motivation need to be considered. All students who had a lower comprehension score experienced one or several of these factors.

The results of the control group are of interest with 60% of students having an improved comprehension score. In discussion with the class teacher she noted that during the study period students had been taught comprehension strategies while not specifically visualization strategies. The results for the control group visualization task suggest that for visualization to be an affective strategy, students need time to practise and be cued with the R.I.D.E.R strategy. Students who were exposed to the R.I.D.E.R strategy were all able to apply this to the comprehension task when tested. Given the varied performance of students in both the teaching group and the control group further teaching and practise is required to support the hypothesis using passages of similar length and presentation to those used in the TORCH. A further study could examine the effect of whether prompting students with R.I.D.E.R strategy with cue cards and verbal prompt, increases reading comprehension under test situations.

## **Bibliography:**

Clark, F.L., Deshler, D.D., Schumaker, J.B., Alley, G. & Warner, M.M. (1984). Visual Imagery and self Questioning Strategies to Improve Comprehension of Written Material *Journal of Learning Disabilities*, 17(3), 145 -149

Council for Educational Research, NZ

Hibbing, A.N., Rankin – Erickson, J (2003) a picture is Worth a Thousand Words : Using visual Images to Improve Comprehension for Middle School Struggling Readers *The Reading Teacher* 56(8) 758 –770.

Manning, M., (2002) Visualising when Reading *Teaching Pre K –8*, 32(8), Proquest Educational Journals - 89

Mossenson, L., Hill, P., Masters, G., (1990) *TORCH Tests of Reading Comprehension* ACER.,

Parsons, L.T (2006) Visualising Worlds from Words on a Page *Language Arts* 83(6) Proquest Education Journals.

Staal, L. A (2000) The Story Face : An Adaption of Story mapping that incorporates visualization *The Reading Teacher* 54(1), 26 – 31.

Whitehead, W., (2002) The Story Means More to me Now: Teaching Thinking Through Guided Reading *Reading Literacy and Language* 36(1), 33 –37

Williams, J.P (2005) Instruction in Reading Comprehension for Primary Grade Students *The Journal of Special Education* 39, 1: Proquest Education Journals

## **Resources :**

Chapman, J. & Tunmer, W. Self Efficacy Scales, Massey University New Zealand

Fry, E., (1977). *Elementary Reading Instruction*. NY : McGraw Hill, 217

Gilmore, A., Croft, C., Reid, N (1981) *BURT Word Reading Test* New Zealand

Mossenson, L., Hill, P., Masters, G., (1990) *TORCH Tests of Reading Comprehension* ACER.,

Munro, J (2006) Visualisation Task Individual Administration, (adapted by Brenda Dalheim) *Literacy Intervention Strategies – Course Notes* - The university of Melbourne.

University of Melbourne & CEO Melbourne (2006) ERIK

**(Appendix 1)****Teaching Sessions : Student performance - rated 1 (low) –10 (high)**

<b>Student</b>		<b>1 W C</b>	<b>2 WC</b>	<b>3 WC</b>	<b>4 WC</b>	<b>5 WC</b>	<b>6 TC</b>	<b>7 TC</b>	<b>8 TC</b>	<b>9 TC</b>	<b>10 TC</b>
Student A	P-	6	6	7	7	6	7	8	9	9	9
	U-	6	7	8	7	6	8	8	8	9	8
	D-	6	7	8	7	6	8	8	8	9	9
Student B	P-	5		5		4	5	6		6	8
	U-	4	Abs	5	Abs	4	5	6	Abs	7	7
	D-	5		5		4	5	7		7	7
Student C	P-	7	8	8	8		8	9	9	10	10
	U-	6	7	6	7	Abs	8	8	8	9	9
	D-	6	7	7	7		8	8	8	9	9
Student D	P-	4	5	5		6	7		8	9	
	U-	4	4	6	Abs	6	6	Abs	8	9	Abs
	D-	4	4	6		6	6		8	9	
Student E	P-	8	8	8	9	9	10	10	10		10
	U-	6	6	7	8	8	8	8	9	Abs	9
	D-	6	6	7	8	8	8	8	9		9
Student F	P-	3	3	3		4	5	5	7	7	
	U-	4	4	5	Abs	5	6	6	7	7	Abs
	D-	4	4	5		5	6	6	7	7	
Student G	P-	3	3	4	5	5	7	7	7	7	8
	U-	4	5	6	6	6	6	7	8	8	8
	D-	4	5	6	6	6	6	7	8	8	8
Student H	P-	5	5	4	5	6	6	7	5	7	8
	U-	4	5	4	5	5	6	6	5	7	7
	D-	4	5	4	5	5	6	6	5	7	7



## **(Appendix 2)**

### **Anecdotal notes taken during sessions**

#### **Torch Pre Test**

##### **Student A**

Quick to start test completed in 25 minutes, maintained focus, did not want to check answers

##### **Student B**

Needed prompt to start, completed in 15 minutes, quick check over answer sheet

##### **Student C**

Quick to start, completed in 28 minutes, spent time checking answers

##### **Student D**

Appeared confused while reading looked up several times, told teacher she did not understand, after 25 minutes said she wanted to keep trying. Frowned, appeared confused looked around at peers. Asked not to complete after 40 minutes. Answered 1 question.

##### **Student E**

Read through passage 2 –3 times, maintained focus did not appear stressed, asked if she could miss questions. Completed in 48 minutes

##### **Student F**

Had difficulty commencing, looked around, dropped pencil, asked to go to the toilet twice. Appeared to focus on reading passage. Looked around class several times when finished reading. Yawned several times. Told the teacher that he did not understand questions 4 times. Completed in 28 minutes. Did not want to check answers.

##### **Student G**

Asked several questions to clarify understanding of the task and asked to sit next to another child. Needed help to find sharpener, distracted to start. Needed reminder to read all the passage before starting questions ( started to write answers when she observed peers writing). Asked for help 4 times. Completed in 40 mins. Did not check answers.

##### **Student H**

Slow to start. Frowned while reading scanned the passage quickly, looked around room. Told the teacher that he could not understand the words. Appeared distressed (frowning, head leaning on hand) wanted to keep trying. Said “I’ve had enough” after 40 minutes. Appeared fatigued.

#### **Teaching session 1**

##### **Student A**

Answered questions, interested in drawing activity, motivated to share description of drawing

##### **Student B**

Appeared tired, needed reminder to attend. Drawing was rushed, able to describe image of what he had for dinner with whole class.

##### **Student C**

Attentive, enjoyed activity to describe dinner, worked well in paired sharing.

##### **Student D**

Appeared stressed (frowned) when the strategy was introduced. Responded well to the drawing activity.

**Student E**

Very motivated and attentive, ignored student who was distracting her. Gave detailed description of her dinner image. Maintained interest and attention.

**Student F**

Asked to have the task repeated, said he could not remember what he had for dinner last night, poor motivation for paired sharing

**Student G**

Needed reminder to attend, stop talking, wanted to help set up overhead. Needed steps to task repeated after whole class instruction. Domineered paired sharing.

**Student H**

Attentive, difficulty describing dinner, gave a brief description, “there were vegetables and meat”. Stated that he hasn’t been to the beach much so does not know what to draw.

**Teaching session 4**

**Student A**

Attentive, retold R.I.D.E.R detailed images of sentences

**Student B**

Absent

**Student C**

Attentive, listened to introduction of R.I.D.E.R. Described image from passage used “In my mind I see..” detailed drawings on sheet.

**Student D**

Absent

**Student E**

Very responsive to the request to use “In my mind I see...” Used detailed description, closed eyes to visualize.

**Student F**

Absent

**Student G**

Attention improved, asked several questions to check instructions “do you mean..” Asked to share her description, gave a very detailed description, appears to like a captive audience.

**Student H**

Needed help to create an image of the sentence, teacher suggested closing eye to visualize, tended to observe what the student next to him was drawing. Hesitant to share his description with a partner, needed prompt from teacher.

**Teaching session 7**

**Student A**

Referred to R.I.D.E.R cue card, confident to visualize 3 –4 sentences, quick to recall synonyms and phrases.

**Student B**

Appeared unmotivated had forgotten his R.I.D.E.R cue card asked how long the lesson was going to take. Needed prompt to name synonyms. Completed task

sheet, reluctant to share with group. Asked how many sessions there were going to be.

**Student C**

Motivated, quick to remember the R.I.D.E.R strategy, detailed description of 3 –4 sentences. Used “In my mind I see...” Responsive with synonym brainstorm.

**Student D**

Absent

**Student E**

Asked for another R.I.D.E.R cue card had left it at home. Closed eyes to visualize, told another student “it helps me” Confident to give very detailed description of sentences. Motivated, interested.

**Student F**

Wanted to sit at the back of the group, reluctant to come closer. Level of motivation improved, needed prompt to give description, tended to repeat the same word from text in the description. Needed prompt to think of synonyms

**Student G**

Needed prompt to listen, distracted, interrupted several times. Told to give descriptions that were not too long to give everyone a turn. Named synonyms

**Student H**

Attentive, used R.I.D.E.R cue card, recalled strategy to group, Unsure about synonyms needed explanation. Listened to students give examples.

**Teaching session 10**

**Student A**

Quick to complete tasks, described paragraphs. Listed synonyms on sheet for words and phrases. Said that he would “probably use R.I.D.E.R - but not if the story was too long”

**Student B**

Appeared pleased when told that this was the last session. Motivated to complete tasks, used the R.I.D.E.R cue card, recalled steps to group at the end of the session. Said that he would use the strategy when reading, “ it could help me think about what I have read”

**Student C**

Wanted to start the task sheet before the instruction, motivated, quick to list synonyms. Said that she would use the R.I.D.E.R likes the idea of a picture in her mind.

**Student D**

Absent

**Student E**

Quick to visualize passage, uses prompt “In my mind I see...” automatically, gives a vivid description, quick to recall synonyms. Said that the “R.I.D.E.R helps her think about what the passage is about, will keep the card and use it”

**Student F**

Absent

**Student G**

Attentive, less disruptive, listened to others give responses. Said that she “might use the R.I.D.E.R strategy it helps to think about what I have read”

**Student H**

Unable to recall strategy at the beginning of session, needed prompt, able to recall at the end of the session. Said that “he would use the R.I.D.E.R but I might not always have the card with me when I’m reading”.

### **Torch Post Test**

#### **Student A**

Quick to start test, checked answers, 26 minutes to complete

#### **Student B**

Completed test with control class as he was absent the previous day. Re read passage twice before answering questions, completed in 25 minutes

#### **Student C**

Read text slowly, went back over questions she had difficulty with, completed in 20 minutes

#### **Student D**

Appeared comfortable when reading, asked 2 questions, left 2 questions unanswered. Checked answers, completed in 40 minutes.

#### **Student E**

Read passage slowly, left 10 questions unanswered said it was the best she could do, completed in 35 minutes.

#### **Student F**

Read quickly, completed 5 questions then asked to finish told to check answers reread if needed, sighed said he was tired, completed in 30 minutes.

#### **Student G**

Read passage slowly, asked for help three times. Responded “don’t know” to several questions, completed in 22 minutes.

#### **Student H**

Read text quickly and started to answer questions. Appeared confused with questions, frowned told the teacher ‘I don’t understand’. Re read text when prompted answered six questions one correctly, completed in 35 minutes.

(Appendix 3)

Cue/Prompt cards for RIDER strategy

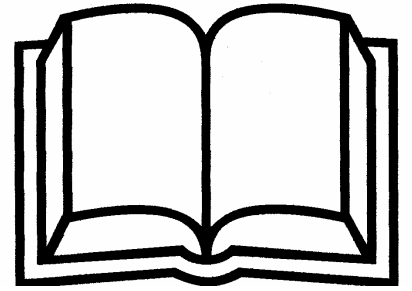
*CUE/PROMPT CARDS FOR RIDER STRATEGY*

*(Taken from Project 16)*

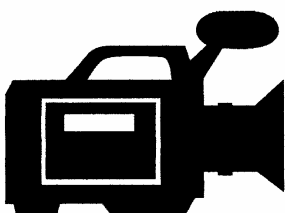
# **RIDER**

- (1) **R**ead
- (2) **I**mage – picture
- (3) **D**escribe
- (4) **E**valuate – check
- (5) **R**epeat – steps 1 2 3 4

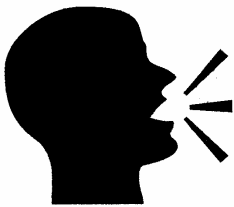
**1. Read**



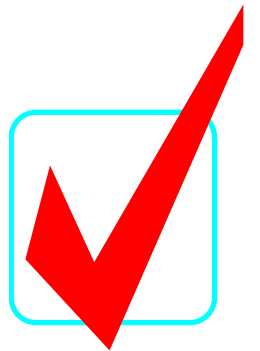
**2. Image - put a picture in your mind**

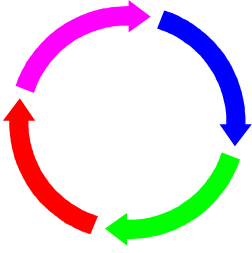


# 3. Describe



# 4. Evaluate check





**5. Repeat  
steps 1,2,3,4**



## (Appendix 4)

### Visualisation

#### Session 1 :

1. **Introduce the comprehension strategy** : *I am going to teach you something to help you remember what you read. It is called visualizing. Visualising is creating a picture or image in your mind after reading a sentence or passage. After you have created a picture in your mind you describe the picture.*
2. **Visualisation activity** : *I want you to think back to what you had for dinner last night, think about what your meal looked like and create a picture in your min. Ask individual students to describe their image “In my mind I see....”*

#### **Begin with sentences and then look at a paragraph.**

3. **Class Activity** : The teacher reads a sentence from **A Day At The Beach**,
  - Makes a picture in her mind
  - Describes the picture to the class. *“In my mind I see.....”*
  - Students are cued to re read the sentence and draw the picture they have created in their mind on sheets
  - Working in pairs Students turn over their drawing and then describe their drawing to their partner. Students use *“In my mind I see...”* to describe the image in their mind.
  - The teacher invites individual students to describe their images.
4. **Class Activity** : Read the second paragraph together. Students to draw a picture of the image they create of the paragraph.
5. **Review** : *Lets look at what we did with the text. We read each sentence and made a picture of it. Making a picture helps to understand what the text said. This is called visualizing.*
6. **Collect drawings.**

## Visualisation

### Session 2 :

The students again apply the visualization strategy sentence by sentence.

1. Review what students remember about visualizing in session 1.
  - *What do you do when you visualize a sentence ?*
  - *How does visualizing help you ?*
2. Steps to visualizing a text ?
  - Read the sentence
  - Make a picture of what the sentence says in your mind (draw the picture)
  - Describe the picture in your mind
3. Reread first paragraph from “A day at the beach” ask individual students to describe the image they created from session 1
4. Read the second paragraph – ask the students to make a picture of each sentence and draw the picture. Share drawings with a partner
5. Repeat for the third paragraph – ask the students to turn over the picture and describe it to the class.
6. Introduce the text **Ross and Jack Go Camping** – Discuss the topic –students read text and transfer the strategies from session 1.
7. Review strategies
8. Collect drawings

Overhead :

- Read the sentence
- Make a picture of what the sentence says in your mind (draw the picture)
- Describe the picture

## Visualisation

### Session 3 :

The students again apply the visualization strategy sentence by sentence.

1. Review what steps students take when visualizing a text ?
  - a. Read the sentence
  - b. Make a picture of what the sentence says in your mind (draw the picture)
  - c. Describe the picture in your mind
2. Continue with steps to complete the text **Ross and Jack go Camping** on the chart – drawing an image of each sentence.
3. Read each sentence, make a picture of the image and then describe in words what you see.
4. *I will read a sentence, then I will describe what I see in my mind*

### Session 4 & 5 :

*Over the last 3 sessions we have practiced visualizing sentence by sentence. This time we are going to read 2 –3 sentences and then visualize them.*

*First I am going to introduce a strategy called R.I.D.E.R*

Use over heads to discuss each step in RIDER

*Read*

*Imagine*

*Describe*

*Evaluate*

*Read On*

Read the passage **A Trip to the Snow** ( session 4) **A Picnic At the Dam** ( session 5)to the class –on over head

The teacher demonstrates the use of the RIDER strategy while reading

Read 2-3 sentences

Create an image in my mind

Describe the image using “*In my mind I see...*”

Evaluate and check for meaning

Read on and continue to use the RIDER Strategy

Students to read 2 –3 sentences and describe their image – use chart.

Select 2 –3 students to share how visualizing help them to comprehend what they read.

## **Visualisation**

**Session 6 :** Teaching Group (8 students) in an adjacent classroom.

The remaining students continue with a reading comprehension task with the class teacher.

Teacher reviews what students remember about visualization and using the R.I. D.E.R strategy.

Students read their R.I.D.E.R cue card.

Students read aloud each paragraph from The Fishing Trip

*I will read aloud the passage then ask individual students to read it.*

Students then re read each sentence and visualize 3 sentences and describe in words using the chart.

Students share their descriptions.

Students identify unfamiliar words and suggest synonyms or meaningful phrases. Record on the whiteboard.

## **Visualisation**

**Sessions 7 -10 :**

Texts used : Chicken Pox

School Sports Day

A trip to the Dentist

The School Camp

Teaching Group (8 students) in an adjacent classroom.

The remaining students continue with a reading comprehension task with the class teacher.

Teacher reviews what students remember about visualization and using the R.I. D.E.R strategy.

Students read their R.I.D.E.R cue card.

Students read aloud each paragraph from the text.

*I will read aloud the passage then ask individual students to read it.*

Students then re read each sentence and visualize 3 sentences and describe in words using the chart.

Students share their descriptions.

Students identify unfamiliar words and suggest synonyms or meaningful phrases. Record on the whiteboard.