

Explicit teaching of visualising using the R.I.D.E.R. strategy to Grade 2 students will improve reading comprehension.

Abstract

To be a successful reader students need to be able to develop a complex range of strategies. They need to be proficient in decoding words and extracting meaning from printed text. Comprehension skills occur in a number of layers. Problems arise for some students because they have difficulty extracting the intended message from the text at the sentence, conceptual and topic level.

The hypothesis of this action research project is that explicitly teaching visualising using R.I.D.E.R strategy to Grade Two students will improve comprehension. Research shows that teaching students to construct mental images as they read enhances their understanding of the message being conveyed in the text. In this study students were explicitly taught how to create visual images as they read and how to describe and evaluate their image in light of the text.

The study compared the results of two groups of Grade Two students, a Control group and an Intervention group. The Intervention group participated in 10 lessons with the focus of explicitly teaching visualising using R.I.D.E.R strategy. Students' progress was monitored through pre and post testing along with anecdotal records. The data collected indicated an improvement in all participants, however the increase in the Intervention group was greater than that of the Control group.

Results of the study support the hypothesis as all of the students in the Intervention group demonstrated a marked improvement in their comprehension reading skills. The results suggest that it is of benefit to young readers to explicitly learn visualising in order to improve comprehension and therefore this is one strategy that should be included in classroom instruction.

Introduction

The most important skill children need to master in order to learn at school is the ability to read. To be a successful reader, young children need to develop a complex range of strategies, as Munro states 'reading efficiency is determined by how well readers can integrate text information with the knowledge they have about reading' (2009, P5). He explains that when we read we

- Tell ourselves the words and phrases in a text, (word level)
- Work out what sentences mean, (sentence level)
- Link the concepts in the text into a network of ideas, (conceptual level)
- Link the ideas in the text with a category of knowledge we have (topic level)
- Guess at what the writer wants us to believe. (dispositional level)

Many students in the early years of primary school focus a great deal of time and energy learning to successfully decode text. However the other component to being able to successfully read a text is the ability to understand the intended message, or to comprehend. "Reading comprehension is the ability to obtain information from printed text" (Lapp& Flood, 1983;Snow, 2002 in Alonzo, Basaraba,Tindal & Carriveau 2009, P 34) Comprehending text requires an understanding of vocabulary; recognizing and recalling specific details; and making inferences, drawing conclusions, and predicting outcomes (Sencibaugh, 2007 as cited in Schisler, Joseph, Konrad & Alber-Morgan, 2010)

Comprehension skills can be described as occurring in a number of layers that are achieved as students continue to acquire the strategies mentioned earlier by Munro. Initially *literal comprehension* occurs at the '*sentence level*' when students can decode words and, using their knowledge of those words and their meanings, can understand what an author has said (Herber, 1970; Vacca, Vacca, & Gore, 1987 as sited in Alonzo, Basaraba, Tindal & Carriveau (2009) Inferential and evaluative comprehension are thought to occur at the conceptual and topic level. Alonzo, Basaraba, Tindal & Carriveau (2009) explain inferential comprehension requires the reader to interact more with the text. The reader is required to recognise and understand the relationships among objects, events, or characters and make appropriate inferences. Evaluative comprehension is the final and most complex level. It takes into account the readers understanding of what the author has written (literal comprehension) and what was meant by what the author wrote (inferential comprehension) and applies those understandings of the text to some practical or theoretical expertise (Magliano, Trabass, & Graessoer, 1999 as cited in Alonzo, Basaraba, Tindal & Carriveau (2009)

When students are having difficulty comprehending a text it is often thought to be caused because a student is having difficulty working at the word level. Young students may be so busy trying to decode the written word that they can't begin to attend to comprehending the text. However even in those students who can read in a fluent manner we still find many students who have comprehension difficulties.

McNamara (2007, P4) states “for some readers, comprehension is always challenging. They may understand each word separately, but linking them together into meaningful ideas often doesn’t happen as it should. These readers can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentence, the paragraphs, and the entire text.” There is often an assumption made when students are able to decode efficiently that they will automatically develop the necessary skills for comprehending a text. However, unless explicit teaching is given to these students to instruct them to use such strategies they won’t develop the metacognitive abilities to know what to do and when to do it.

Nielsen Hibbing & Rankin-Erickson explain that for these students it may represent that they are not making connections between words and images. “There may be problems in the verbal or nonverbal coding system or their ability to function in an integrated fashion. The concept suggests that the elements of both systems are intricately connected. This connection between the verbal and the nonverbal coding system allows us to create images when we hear words and to generate names or descriptions of things we see in pictures. Successful readers do this automatically.”

“The construction of mental images encourages use of prior knowledge as part of creating vivid representations of prose. Teaching children to construct mental images as they read enhances their abilities to construct inferences, make predictions, and remember what has been read (Gambrell, 1981; Gambrell & Bales, 1986; Pressley, 1976; Sadoski 1985) as cited in Gambrell & Jawitz (1993 P265)

It appears to be the case that many students who are having difficulty comprehending texts are not creating images in their minds while they are listening to, or reading a text. “Students who lack the ability to create visual images when reading often experience comprehension difficulties.” (Nielsen Hibbing & Rankin-Erickson, 2003)

It would appear to be of benefit to these students to be explicitly taught to visualise as they are reading. Nielsen Hibbing & Rankin-Erickson (2003) explain that although school class rooms, media centres, and computer labs are filled with visual images, this bombardment of visual images does not necessarily transfer to students’ ability to create mental images that support reading comprehension.

Visualisation can be taught through the R.I.D.E.R. strategy. 'Use of RIDER strategy strengthens the students' ability to monitor their comprehension and to recall information." McCusker & Oliver

R.I.D.E.R. stands for Read, Image, Describe, Evaluate, Repeat. Students are taught to:

- 1.Read Read a sentence or paragraph
- 2.Image Make a picture or movie in your mind
- 3.Describe Describe what you see in words
- 4.Evaluate Check that you have all the information and it is accurate
- 5.Repeat Read on and repeat steps 1234

Nielsen Hibbing & Rankin-Erickson (2003) state "many of our reluctant and low-ability readers with comprehension difficulties were not able to describe the picture in their minds as they read." The R.I.D.E.R. strategy explicitly teaches students to do this and therefore students will no longer look at reading as a task that primarily requires us to recognise words but importantly seek to find meaning in the message being written.

The students involved in this study are all from a non English speaking background and therefore being able to share their images and thoughts as they are constructing meaning will be a way of providing support and clarification to each other. Nielsen Hibbing & Rankin-Erickson (2003) explain there are many issues faced by students, specifically, limited vocabulary, little background knowledge about many topics, lack of understanding of the relationships represented in the language of the text, and lack of awareness that attempting to visualise what is happening might be helpful.

For these students the use of drawings will also be used to clarify the student's interpretation of a text as they may not always have the vocabulary to support or explain their understanding. The following strategy explained by Nielsen Hibbing & Rankin-Erickson (2003) describes the analogy of creating a television screen in our mind. This analogy helps students to realise that there should be more going on in the reading process than just 'barking the words.' Students are encouraged to talk about the television screen that they watch as they read, and use 'think-alouds' to talk about the pictures on their mental screen that they watch as they read. The emphasis is for the pictures to match the words.

The present study aims to observe the effects of teaching a small group of E.S.L. children the R.I.D.E.R. strategy. This will equip students with the necessary skills to move from purely decoding a text to creating a visual image of the message being conveyed. By the end of the 10 intensive lessons students will see themselves as independent learners who are able to seek meaning as they are reading. The hypothesis of this study is that explicit teaching of visualising using the R.I.D.E.R. strategy to Grade 2 students will improve reading comprehension.

Method

Design

This study uses a case study OXO (assess, teach, assess) design. Gains in reading comprehension following explicit teaching of visualizing using R.I.D.E.R strategy will be monitored for a group of Year Two students who are displaying difficulties in comprehension. The study compares two groups of students, a Control group and an Intervention group.

Participants

All students chosen to participate in the study are currently in Grade Two at a Victorian Catholic Primary School. Eight students were chosen to participate, with four students being in the Intervention group and four students being in the Control group. The students' chosen were all in the same class and were selected by the classroom teacher. The eight students were identified as a group who had experienced difficulty with reading since beginning school. Six of the eight had received Reading Recovery in Year One and this has been seen to help with their decoding skills. However, all of the students still display great difficulty with literal comprehension. All eight students are from non English speaking background with 4 of the children being born overseas. The students were also selected based upon their completed Clay Observation Survey. The two groups had students with similar spread of results in hope that they could be matched as closely as possible. The individual needs and learning styles of each student were also considered when selecting the four students for each group. Student One to Four make up the Intervention group and students Five to Eight make up the control group. Table 1 includes a brief profile of each of the selected students.

Table 1

Clay Observation Survey

Name	Intervention/ Control Group	Age Yrs & mths	Sex	ESB	Learning Difficulty	Early Intervention	Text	ROL	Letter ID (0-54)	CAP (0- 24)	Burt (0- 110)	Write Vocab (0-n)	HRSW (0- 37)	Peters (0-100)
Student 1	I	yrs mths	F	No	No	No	12	28	54	20	31	10	36	-
Student 2	I	yrs mths	F	No	No	Reading Recovery.	11	32	54	23	26	25	28	-
Student 3	I	yrs mth	F	No	No	Reading Recovery.	11	25	54	18	27	42	37	-
Student 4	I	yrs 1mths	M	No	No	No	22	23	54	20	37	42	37	44
Student 5	C	yrs mths	F	No	No	Reading Recovery	15	34	54	19	29	55	37	44
Student 6	C	yrs mths	M	No	No	Reading Recovery	21	11	54	23	36	32	37	35
Student 7	C	yrs mths	M	No	No	Reading Recovery.	8	19	54	22	21	21	27	-
Student 8	C	yrs mths	F	No	No	Reading Recovery	11	29	54	23	30	31	34	-

Materials

*Assessments – All students were pre and post tested using Visualising Task: Individual administration, Comprehension – Spontaneous retelling (adaptation Munro) (See Appendix 1) and Self-efficacy scales

*Text – “Mr Brown’s Magnificent Apple Tree”, Yvonne Winer, Mayer Winly. “Arthur”, Amanda Graham, Donna Gynell. E.R.I.K session stories - “Brad’s Farm”, “Catching a Butterfly”, “The Grubby Shed”, “Chicken Pox” and “Cliff’s Birthday Surprise”.

*Cue/Prompt cards for R.I.D.E.R strategy (E.R.I.K).

*Story Map paper to draw visual images sequence by sequence – lesson 1 to 5.

*Tape recorder.

*Teaching Sequence – Ten 30 minute lessons were given to provide instruction on the learning of visualizing through R.I.D.E.R strategy. (See Appendix 2)

Procedure

1.All students were pre tested using Visualizing Task: Individual administration to establish their competency in visualizing and Comprehension: Spontaneous Oral retell to establish their competency in comprehension. (See Table 2)

Table 2

Name	Visualising Individual Pre Test (0-32)	Visualising Individual Post Test (0-32)	Comprehension Oral retell Pre Test (0-19)	Comprehension Oral retell Post Test (0-19)
Intervention				
Student 1	19	26	8	15
Student 2	8	21	6	14
Student 3	11	25	3	15
Student 4	13	26	4	14
Average	12.75	24.5	5.25	14.5
Control				
Student 5	8	11	5	10
Student 6	11	12	5	8
Student 7	11	9	7	9
Student 8	10	12	15	16
Average	10	11	8	10.75

2. During a period of three weeks students in the Intervention group participated in ten lessons. The lessons duration was 30 minutes and all lessons were conducted outside of the classroom. All sessions took place from 9:30 to 10:00 am, at a time when the students would normally have their reading lessons. (See Appendix 2)

Objectives of Lessons

Children will learn to

- Read and make a visual image
- Illustrate their visual image
- Describe their visual image
- Evaluate their visual image
- Retell story orally

Each lesson will begin with students 'getting their existing knowledge ready'. Strategies and knowledge children have already will be shared and previous lessons will be reviewed.

The 'while reading stage' follows where elements of the R.I.D.E.R strategy are modelled by the teacher and practiced by students. Students will get actively involved in drawing illustrations and sharing their descriptions of their visual images. They will check the accuracy of their descriptions in light of the text and others responses.

Each lesson will conclude with a 'review of the knowledge and skills' gained. Students will take turns to spontaneously retell text for that session. Students will reflect on what they have learnt and its value in helping them to read with understanding. This phase is very important as it helps to contribute to students' self-efficacy and their perceptions of themselves as independent learners. This model for teaching strategies is based on the model described by John Munro (2009)

3. All students participated in post testing Visualizing Task: Individual Administration and Comprehension: Spontaneous Oral Retell.

In both the Control and Intervention groups the Visualising test was used to ascertain whether students visual images, and their ability to describe them, had improved in detail and accuracy.

The Spontaneous Oral Retell test was re-administered to see if there was an increase in items recalled, highlighting an improvement in students' literal and inferential comprehension.

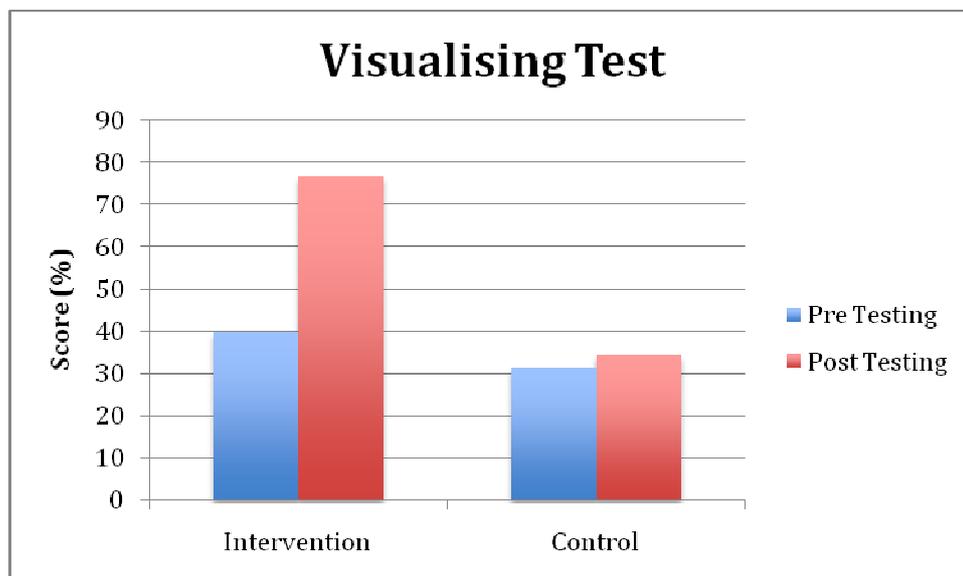
Results

Results indicate support for the hypothesis that explicit teaching of visualizing using the R.I.D.E.R strategy to Grade Two students, will improve reading comprehension. With the exception of student Seven's post Visualising test, all students in both the Control and Intervention group demonstrated an improvement in all areas of testing however the gains made by the students in the Intervention group were far greater.

Post testing results of the Visualising Test indicated improvement for all students involved in the research, however the increase in the number of items recalled correctly was greater in the students in the Intervention Group than those in the Control Group (See Figure 1)

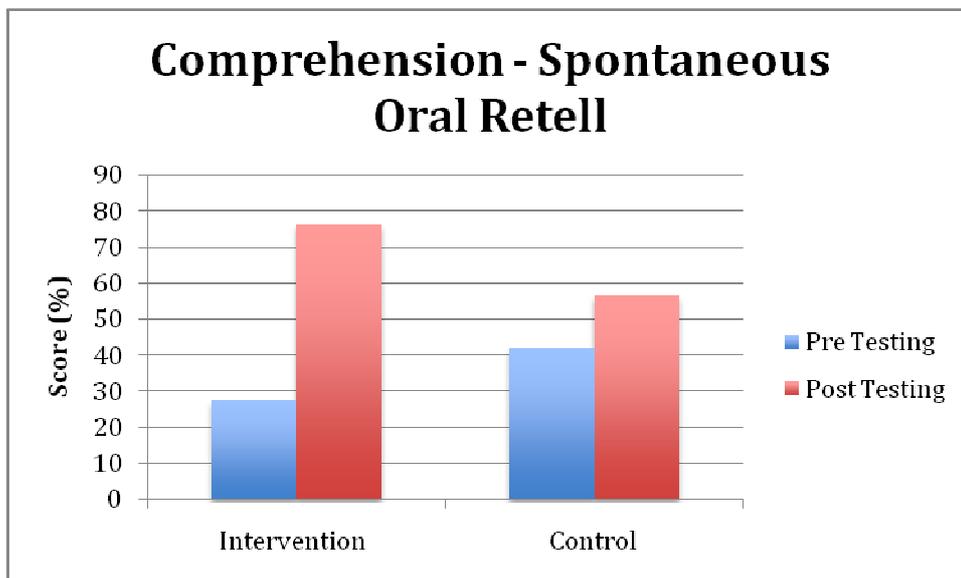
The following graph demonstrates the gains made by students in the Intervention and Control groups. In pre testing the average results for both groups were similar with the Intervention group having an average score of 39.84% and the Control group having an average score of 31.25%. At this stage the difference in scores between the groups was 8.59%. In post testing the difference in average scores between the Intervention and Control group is seen to be much greater. The Intervention group now has an average score of 76.56% and this is an improvement of 36.72%. However, the Control group has made minimal improvement in comparison. The post testing results for the Control group were 34.37% and this indicates an improvement of only 3.12%. This indicates that after completion of the 10 intensive lessons the gap between the two groups has widened to 33.6%

Figure 1



The results of the Comprehension: Spontaneous Oral Retell test also demonstrated a greater increase in the Intervention group than the Control group in post testing (See Figure 2). It is interesting to note that in pre testing the Control group had a greater average score of 42.10% in comparison to the Intervention group's average score of 27.63%. This indicates a difference of 14.47% between the Control and Intervention group. At the completion of the lessons the results had dramatically changed with the Intervention group now having a greater score of 76.32% and the Control group having an average score of 56.57%. The increase to the average score of the Intervention group was 48.69% compared to a 14.47% gain made by the Control group. It is important to note that no students in the Control and Intervention groups scored points for inferential items in the Spontaneous Oral Retell in both the pre and post test.

Figure 2

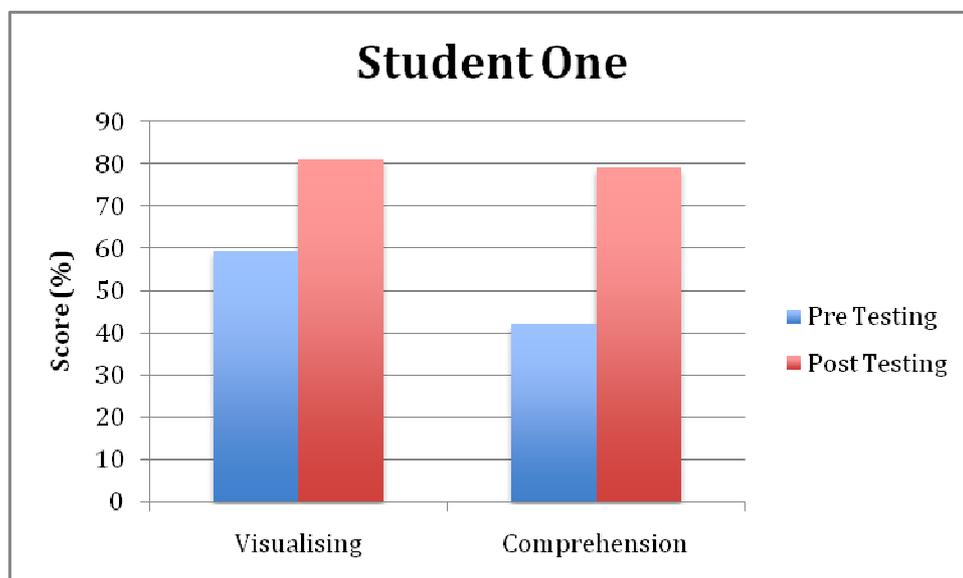


Student One was selected to be part of the Intervention group because she didn't appear to be achieving as expected. Out of all ESL participants in this project Student One was the more competent in the spoken English language however in the classroom she often appears to be unmotivated and is easily distracted. It was felt that working in a small group would provide more opportunities for attention and encouragement and she would be less likely to become disengaged.

Student One's results indicate pleasing gains in her visualising skills and her comprehension. Figure 3 represents her results in pre testing and post testing. Pre testing results in visualising demonstrate her stronger competency in Speaking the English language than her peers. Student One correctly responded to 19 out 32 questions, maintaining meaning and including all of the ideas. Her post testing score was 26 out of 32. She scored full marks for 12 out of the 16 statements. Her responses were often detailed and use of synonyms was evident on many occasions. There were only 2 statements where she failed to score full marks.

The results for Student One's Comprehension Oral Retell also indicate a pleasing improvement. In her pre testing results she scored 8 out of 19. She failed to identify the plot of the story in the pre testing and 5 events in the story were excluded. It is pleasing to note that she made a strong improvement and this is indicated in her post testing results where she scored 15 out of 19. In post testing the plot of the story was identified along with all of the events. No inferential ideas in both pre and post testing were identified.

Figure 3

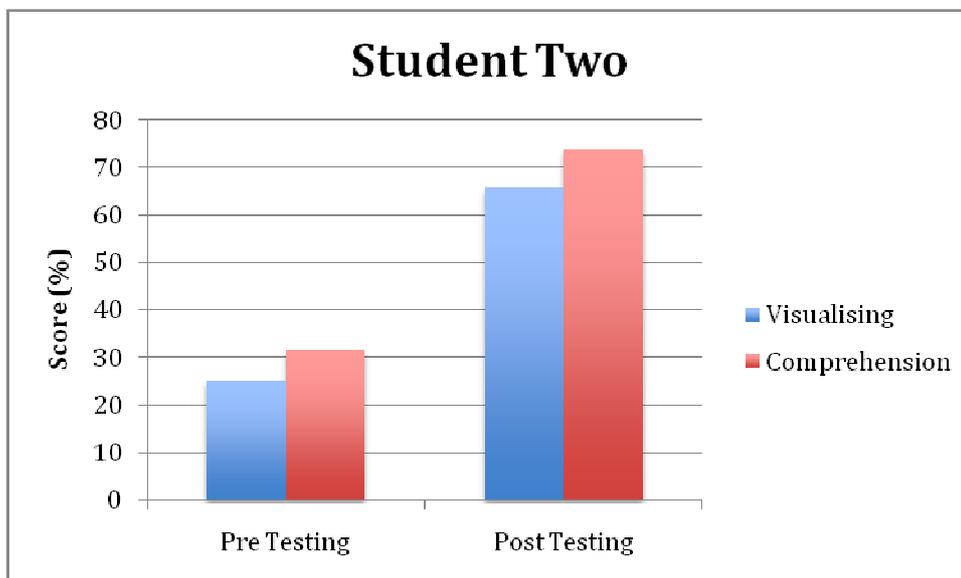


Student Two was selected to be part of the Intervention group because she was seen to be a hard working student who was not achieving as well as expected. It was thought that the opportunity to work in a small group setting with intensive lessons could provide her with the explicit instruction and scaffolding to help her to achieve. Student Two appeared to be a student who was able to decode successfully, however was not considering the message of the text.

Her pre and post results are indicated in Figure 4. Student Two's pre testing results in visualising indicate her lack of ability to maintain meaning and she would often include inaccurate information that was not related the topic. Her visualising score was 8 out of 32 with only 2 of the statements scoring the full 2 points and 10 scoring 0. Her post testing scores indicate a dramatic improvement with her score now being 21 out of 32. This is a gain of 40.62%. Student Two now scored the full 2 points for 7 of the statements and only scored 0 for 3 statements. It was now evident in her responses that she was attending to the meaning of the text as her responses were relevant and synonyms such as talking – chatting were used.

Student Two also made a great improvement in her scores from her pre and post testing in comprehension oral retell. Her pre testing results indicate she was experiencing difficulty in this area with a score of 6 out of 19. She was only able to identify the main characters and 3 of the 9 events in the story. Her post testing results indicate a great improvement with her score now being 14 out of 19. She was now able to identify the theme and plot of the story and 5 more events.

Figure 4



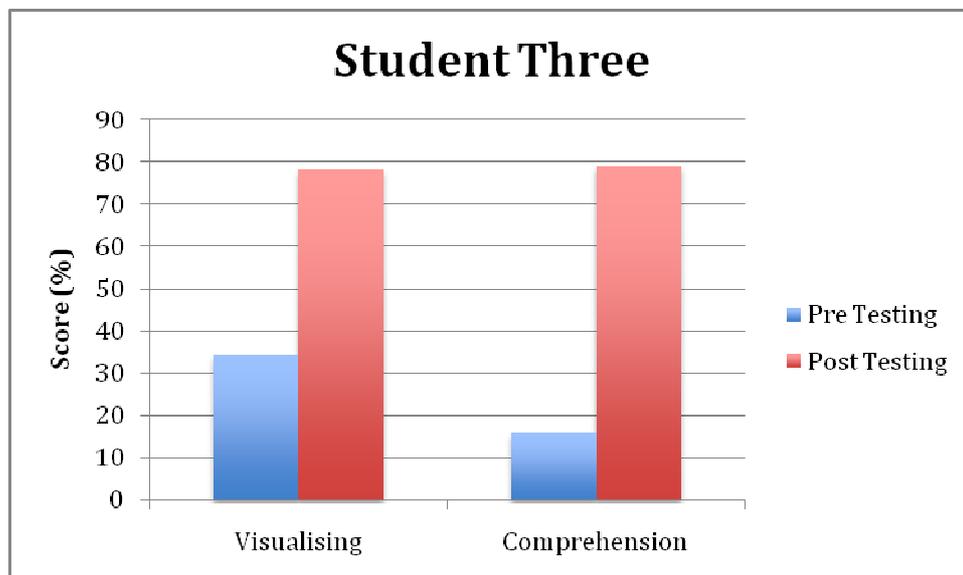
Student Three was chosen to be part of the Intervention group because she presents as a passive and shy student who appears to lack the confidence to attempt learning that is new or challenging. . It was felt she would benefit from the opportunity to work in a small group that would provide a less intimidating environment where she was supported emotionally as well as academically. Throughout the intervention lessons Student Three required the most scaffolding and one-to-one attention. It was very important that Student Three was frequently reminded of her developing knowledge and skills and that she was able articulate this in order to support her metacognitive development.

It is pleasing to note that Student Three made very good gains in all areas of testing, particularly her oral retell. Figure 5 represents her results for the pre and post testing.

The Visualising pre testing results for Student Three were 11 out of 32 and she scored a 0 on 7 occasions. She appeared to be worried about answering or responding using statements like “The bike, I don’t know.” Or “The path, don’t know.” In post testing her results show a pleasing improvement with her score now being 25 out of 32. On 9 occasions she now scored full score of 2 points and did not score a 0 for any of the statements. The statement “I don’t know” was not mentioned on one occasion.

The pre testing results for the comprehension oral retell are 3 out of 19. At this stage she was only able to identify 2 of the 3 main characters and only 1 event. Her post testing results demonstrate a dramatic improvement with her now scoring 15 out of 19. This is an improvement of 63.15%

Figure 5

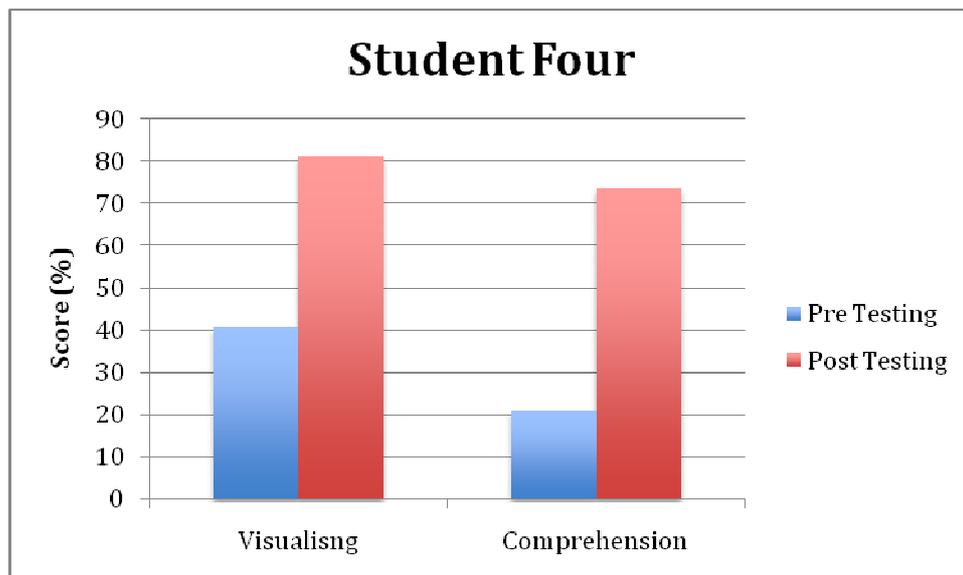


Student Four was chosen to be part of the Intervention group because he also, like student Three, presents himself as a passive and shy student who appears to lack confidence. Student Four's oral language was least developed compared to the other students in the Intervention group. He needs to be prompted in order to respond to given tasks. It was felt that Student Four would benefit from being given the opportunity to work in a small group that would provide a less intimidating environment in which he could be encouraged to share his ideas and be provided with supportive and constructive feedback.

His pre test results are indicated in Figure 6. In the visualising pre testing his results are 13 out of 32. His responses demonstrated his lack of vocabulary with responses not including the subject and connectives eg. "Hold bike tight." Terms were also being exchanged such as bike -car - bike. It was so pleasing in his post testing results to see his responses developing into clear simple sentences eg. "The boy's heart was beating louder and he tried not to hit the rock". The post testing results for Student Four were 26 out of 32 with a full score for 9 statements. It was evident throughout the teaching sessions that the use of drawings were of great benefit to this student as they compensated his lack of vocabulary and provided clarification when he lacked the ability to express the image in his mind.

The pre testing results for comprehension were 4 out of 19. He only identified 2 of the 3 main characters and only 2 events. The post testing results for comprehension were 14 out of 19. All characters, theme and plot were identified with only 1 event excluded. No inferential ideas in both pre and post testing were identified.

Figure 6



Discussion

Upon reflection on the results of this study there is support for the research and the hypothesis of this study which states, that teaching Grade Two students explicitly visualizing using R.I.D.E.R strategy will improve students comprehension. All students participating in this study demonstrated an improvement in visualising and comprehension over time however the increases made by the students in the Intervention group were much higher. The comparison of the Visualising Test results prior to the intervention program to post test results, indicate an increase of 36.72% in the Intervention group to that of 3.12% in the Control group. The comparison of the Comprehension Test results prior to the intervention program to post test results, indicate an increase of 48.69% in the Intervention group to that of 14.47% of the Control group. These findings further support Suzuki (1985) as cited in Neilsen Hibbing & Rankin- Erickson who determined that there is evidence that prompting students to use imagery and verbal elaboration has a powerful effect on learning and remembering.

During the post testing for the Students in the Intervention it was pleasing to watch the children independently apply the R.I.D.E.R strategy whilst undertaking the Visualizing and Comprehension tests. The children could be seen closing their eyes at times and would then offer statements which would be relevant to the text. The students were also using appropriate synonyms and following the text closely where in pre testing there were many occasions where the students would appear to loose the thread of the story. The ability to use imagery as an aid to understanding and remembering (i.e., to organise and store information as mental images) is associated with efficient reading comprehension (Presley et al., 1989; Sadoski, 1983; Sadoski, Goetz, & Kasinger, 1988 as cited in Gambrell & Jawitz 1993)

Being able to withdraw the students from the classroom setting and work in a small group was of benefit for the particular students chosen. The students all had come to rely on the R.I.D.E.R cue cards initially when listening to and reading text. As the lessons unfolded less scaffolding was required as students were able to independently apply their new knowledge and skills. The intensive lessons with explicit instruction provided conditions to help support the children to add new skills and strategies to comprehend texts. Having to participate in 10 lessons over a period of three weeks gave the students the opportunity to practice their new skills frequently and enabled them to become habituated. It is now extremely important that students be given the opportunity to continue to use their skills and restate their new knowledge so that they retain them and continue to develop further from this point.

Having the students verbalize the R.I.D.E.R strategy out loud as they were working appeared to have a beneficial effect upon their learning. It helped them to make a connection between what they say and the actions they must do.

An important factor in achieving such pleasing results is thought to be the amount of time spent discussing the text, student's visual images and their drawings. As the students involved are all from non English speaking backgrounds their oral language skills indicate a limited vocabulary, with the students often being unsure of the correct word to use and how to use it. The small group setting provided a safe and supportive environment where they could share their ideas and describe the images they were picturing without fear of making a mistake in front of the class. The students' vocabulary was also enhanced throughout the intervention as new vocabulary was discussed and explained and then reviewed.

The students were prompted to verbalize their actions as they were participating in teaching sessions and as a result the meta-cognition thinking strategies of the students have been enhanced. The students were given opportunities to practice and verbalize the R.I.D.E.R actions so that it could become automatic. It was apparent in post testing that students could do this independently with reasonable success. The structure of the lessons remained consistent throughout the teaching sequence and in early lessons strong scaffolding was used as the teacher modelled all R.I.D.E.R actions. As the lessons unfolded there was less need for modelling by the teacher, as the students were able to apply their new skills in an independent manner. It must be a goal of teaching units such as this that as teachers we can provide students with skills and knowledge that will allow them to work independently and see themselves as self-teachers. As Clay (1993, P18) explains "The end-point of early instruction has been reached when children have a self-extending system of literacy behaviours and learn more about reading every time they read, independent of instruction."

A limitation of this study was the number of students that were involved. It would have been ideal to complete this study within a classroom with all students being able to benefit from an intensive intervention such as this. It would be interesting to observe the impact and results in a whole class setting, however this was not possible for this project.

It is felt the use of the NEALE Reading Analysis for reading comprehension would have given more insight into the students reading comprehension abilities and would have been a valuable resource in analysing students reading comprehension behaviours and effect of R.I.D.E.R to enhance this.

A suggestion for further research would be to extend the teaching to include paraphrasing as it was apparent that the use of synonyms throughout the lessons and post testing was beneficial to the children creating meaningful images and being able to describe them in terms they were familiar with.

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"E.R.I.K" Session Stories (Taken from Stories1-20), Cue/Prompt Cards for R.I.D.E.R strategy (University of Melbourne & Catholic Education Office)

Appendix 1

The Wind and the Sun

Comprehension – Spontaneous Retelling (Adapted, Munro, 2009)

Title of selected passage/story: Narrative: The Wind and the Sun (PM Benchmark Level 21)

Characteristic of retelling	Ideas in the story	No of ideas/points	Students score, Spontaneous retell
Main characters	The main characters are the Wind, Sun and the traveller (Man)	3	
Theme of Story	The Wind wanted to prove that he was stronger than the Sun	1	
Plot of the story	The Wind challenges the Sun to prove who is the strongest by getting a traveller to remove his cloak	2	
Events of the story	<ul style="list-style-type: none"> • The Wind said to the Sun he was much stronger • The Wind said he could blow leaves from the trees and make clouds move across from the sky • The Sun answered that he could melt the snow from the mountains and turn it into water • Traveller came walking by wearing a warm cloak • Wind whistled, howled and roared but he could not blow the man's cloak away • The Man pulled his cloak more tightly around him • The Sun began to shine • The traveller became warm and then very hot and took off his cloak • Argument was settled 	1 1 1 1 1 1 1 1 1 1	
Inferential ideas (infer, predict, explain, read between the lines)	<ul style="list-style-type: none"> • The Wind was a show off/arrogant • Sun was clever • Strength is not necessarily physical • Challenge 	1 1 1 1	
			Total /19

Appendix 2

Lesson One

Duration: 30 min

Text: 'Mr Brown's Magnificent Apple Tree' Yvonne Winer.

Materials: Enlarge copy of R.I.D.E.R prompt chart (E.R.I.K), drawing paper, pencil, white-board.

Before Reading:

The students are told that are going to learn a new strategy that will help them to remember and understand what they read. They are told that this new strategy is called visualizing. They are told that to visualize they are going to use R.I.D.E.R. strategy.

Introduce R.I.D.E.R strategy to children. Children will view R.I.D.E.R cue cards. Each part of the acronym will be explained.

- 1.Read Read a sentence or paragraph
- 2.Image Make a picture or movie in your mind
- 3.Describe Describe what you see in words
- 4.Evaluate Check that you have all the information and it is accurate
- 5.Repeat Read on and repeat steps 1234

Introduce text 'Mr Brown's Magnificent Apple Tree'. Use the title of the text and illustration to orient the children's prior knowledge about this topic. "What do you know about apples?"

While Reading:

Page 14 of the text, 'Mr Brown's Magnificent Apple Tree' is used as a visual image. No text is read to the students this stage.

Teacher explicitly models how to use R.I.D.E.R strategy. Students watch as teacher verbalizes each step. "When I close my eyes I can see..." The visual image is removed. The teacher then illustrates image on poster paper. The teacher explains image by describing the elements in the image. "I can see..." The picture of the text is then brought back for the teacher to evaluate. Items that are present, omitted or incorrect are highlighted. "I have included... but I have left out..." Any information that is left off is now included.

The students are given an opportunity to visualize the same picture. They are asked to look carefully at it and then close their eyes their eyes to try and make a visual image in their minds. Students are then given paper to draw their image. They are told that the quality of their drawing is not important but rather the ideas contained. The picture is then removed and the students are asked to draw their image. Students are then given the opportunity to describe their drawing. The image is then returned and viewed once again. Any information that is incorrect is omitted is tended to.

After Reading:

At the end of the lesson the students review their new knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Two

Duration: 30 min

Text: 'Authur' Amanda Graham

Materials: Enlarge copy of R.I.D.E.R prompt chart (E.R.I.K), story map paper, pencils, white-board

Before Reading:

Review R.I.D.E.R strategy with children. Teacher explains each part of the acronym. Refer to prompt chart.

- 1.Read Read a sentence or paragraph
- 2.Image Make a picture or movie in your mind
- 3.Describe Describe what you see in words
- 4.Evaluate Check that you have all the information and it is accurate
- 5.Repeat Read on and repeat steps 1234

Introduce text 'Authur'. Use the title of the text and illustration on front cover to orient the student's prior knowledge about this topic. "What do you know about dogs?"

While Reading:

Teacher reads text on page 1. Teacher will model R.I.D.E.R strategy to students. Teacher thinks out loud to provide scaffolding for students. Teacher links each letter of the R.I.D.E.R acronym with relevant actions. "Image. I am making a picture in my mind... I can see..." Teacher draws image on poster paper and describes image. " In my picture Authur is..." Teacher evaluates image by checking information is accurate. "Have I left anything out?"

Teacher rereads text on page 1 and students are given opportunity to visualize using RIDER steps. The practice each step as modelled by teacher. Students will complete pictures on story map paper.

Repeat above for page 2 and 3 of text.

After Reading:

Students take turns to spontaneously retell text what has happened in the story so far.

At the end of the lesson the students review their new knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Three

Duration: 30 min

Text: 'Authur' Amanda Graham

Materials: Enlarge copy of R.I.D.E.R prompt chart and cue cards (E.R.I.K), story map paper, pencils, white-board

Before Reading:

Review R.I.D.E.R strategy with children. Students explain each part of the acronym. Refer to prompt chart. Introduce R.I.D.E.R cue card.

- 1.Read Read a sentence or paragraph
- 2.Image Make a picture or movie in your mind
- 3.Describe Describe what you see in words
- 4.Evaluate Check that you have all the information and it is accurate
- 5.Repeat Read on and repeat steps 1234

Story maps from previous lesson will be handed back to each student. Teacher will paraphrase what has happened in the story 'Authur' so far.

While Reading:

Teacher reads text on page 4 and 5. Teacher will model R.I.D.E.R strategy for students. Teacher thinks out loud to provide scaffolding for students. Teacher links each letter of the R.I.D.E.R acronym with relevant actions. "Image. I am making a picture in my mind... I can see..." Teacher draws image on poster paper and describes image. Teacher evaluates image by checking information is accurate.

Teacher reads text on page 4 and students are given opportunity to visualize using RIDER steps. Students are asked to refer to cue cards. Students will complete pictures on story map paper.

Repeat above for pages 6 to 8 of text.

After Reading:

With a partner, students take turns to spontaneously retell text what has happened in the story so far.

At the end of the lesson the students review their new knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Four

Duration: 30 min

Text: 'Authur' Amanda Graham

Materials: R.I.D.E.R cue cards (E.R.I.K), story map paper, pencils, white-board

Before Reading:

Review R.I.D.E.R strategy. Students are given a letter and asked to explain in their own words what each letter stands for. If students forget they are able to refer to their RIDER cue card.

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|-----|--|
| 1.R | Read a sentence or paragraph |
| 2.I | Make a picture or movie in your mind |
| 3.D | Describe what you see in words |
| 4.E | Check that you have all the information and it is accurate |
| 5.R | Read on and repeat steps 1234 |

Story maps from previous lesson will be handed back to each student. Students will attempt to paraphrase what has happened in the story 'Authur' so far.

While Reading:

Teacher and students reads text on page 9 and 10 together. Teacher and students practice R.I.D.E.R strategy together.

Students read text on page 9 and 10. Students are given opportunity to visualize using R.I.D.E.R steps. Students are asked to refer to cue cards. Students will complete pictures on story sequence map.

Repeat above to complete book.

After Reading:

With a partner, students take turns to spontaneously retell the text so far

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Five

Duration: 30 min

Text: 'Authur' Amanda Graham

Materials: R.I.D.E.R cue cards (E.R.I.K), story map paper, pencils, white-board

Before Reading:

Review R.I.D.E.R strategy. With a partner, students quiz each other on the RIDER acronym. They are asked to explain in their own words what each letter stands for. If students forget they are able to refer to their R.I.D.E.R cue card.

- 1.R Read a sentence or paragraph
- 2.I Make a picture or movie in your mind
- 3.D Describe what you see in words
- 4.E Check that you have all the information and it is accurate
- 5.R Read on and repeat steps 1234

Story maps from previous lesson will be handed back to each student. Students will attempt to paraphrase what has happened in the story 'Authur' so far to a partner.

While Reading:

Students read text on page 11 and 12. Students are given opportunity to visualize using R.I.D.E.R steps. Students are asked to refer to cue cards. Students will complete pictures on story sequence map.

Repeat above to complete book.

After Reading:

With a partner, students take turns to spontaneously retell the text from start to finish.

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Six

Duration: 30 min

Text: 'Brad's Farm' (E.R.I.K program)

Materials: R.I.D.E.R cue cards (E.R.I.K), white-board

Before Reading:

Review R.I.D.E.R strategy. Students are given a letter and asked to explain in their own words what each letter stands for. If students forget they are able to refer to their R.I.D.E.R cue card.

- 1.R Read a sentence or paragraph
- 2.I Make a picture or movie in your mind
- 3.D Describe what you see in words
- 4.E Check that you have all the information and it is accurate
- 5.R Read on and repeat steps 1234

Introduce text 'Brad's Farm'. Use title of text and illustration to orientate the student's prior knowledge about this topic.

While Reading:

Teacher and students read story 'Brad's Farm' together. After reading each paragraph, students are given opportunity to visualize using R.I.D.E.R. Students describe image to the group. Students are asked to refer to cue cards.

After Reading:

With a partner, students take turns to spontaneously retell the text from start to finish.

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Seven

Duration: 30 min

Text: 'Catching Butterflies' (E.R.I.K program)

Materials: R.I.D.E.R cue cards (E.R.I.K), white-board

Before Reading:

Review R.I.D.E.R strategy. Students are given a letter and asked to explain in their own words what each letter stands for. If students forget they are able to refer to their RIDER cue card.

- 1.R Read a sentence or paragraph
- 2.I Make a picture or movie in your mind
- 3.D Describe what you see in words
- 4.E Check that you have all the information and it is accurate
- 5.R Read on and repeat steps 1234

Introduce text 'Catching Butterflies'. Use title of text and illustration to orientate the student's prior knowledge about this topic.

While Reading:

Students read story 'Catching Butterflies' together. After reading each paragraph, students are given opportunity to visualize using R.I.D.E.R. Students are asked to describe their image to the group. Students are asked to refer to cue cards.

After Reading:

With a partner, students take turns to spontaneously retell the text from start to finish.

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Eight

Duration: 30 min

Text: 'Grubby Shed' (E.R.I.K program)

Materials: R.I.D.E.R cue cards (E.R.I.K), white-board

Before Reading:

Review R.I.D.E.R strategy. Students are asked to explain in their own words what each letter stands for. If students forget they are able to refer to their RIDER cue card.

- 1.R Read a sentence or paragraph
- 2.I Make a picture or movie in your mind
- 3.D Describe what you see in words
- 4.E Check that you have all the information and it is accurate
- 5.R Read on and repeat steps 1234

Introduce text 'Grubby Shed'. Use title of text and illustration to orientate the student's prior knowledge about this topic.

While Reading:

Students read story 'Grubby Shed' together. After reading each paragraph, students individually visualize each paragraph and describe image to partner. Students are asked to refer to cue cards.

After Reading:

With a partner, students take turns to spontaneously retell the text from start to finish

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Nine

Duration: 30 min

Text: 'Chicken Pox' (E.R.I.K program)

Materials: R.I.D.E.R cue cards (E.R.I.K), white-board

Before Reading:

Review R.I.D.E.R strategy. Students are asked to explain in their own words what each letter stands for. Students work without prompt cards.

- 1.R Read a sentence or paragraph
- 2.I Make a picture or movie in your mind
- 3.D Describe what you see in words
- 4.E Check that you have all the information and it is accurate
- 5.R Read on and repeat steps 1234

Introduce text 'Chicken Pox'. Use title of text and illustration to orientate the student's prior knowledge about this topic.

While Reading:

Students read story 'Chicken Pox' independently. After reading each paragraph, students individually visualize each paragraph and then describe to partner.

After Reading:

With a partner, students take turns to spontaneously retell the text from start to finish

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.

Lesson Ten

Duration: 30 min

Text: 'Cliff's Birthday' (E.R.I.K program)

Materials: R.I.D.E.R cue cards (E.R.I.K.), white-board, story map paper.

Before Reading:

Review R.I.D.E.R strategy. Students are given a letter and asked to explain in their own words what each letter stands for. If students forget they are able to refer to their RIDER cue card.

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| 1.R | Read a sentence or paragraph |
| 2.I | Make a picture or movie in your mind |
| 3.D | Describe what you see in words |
| 4.E | Check that you have all the information and it is accurate |
| 5.R | Read on and repeat steps 1234 |

Introduce text 'Cliff's Birthday'. Use title of text and illustration to orientate the student's prior knowledge about this topic.

While Reading:

Students read story 'Cliff's Birthday' independently. After reading each paragraph, students are given opportunity to visualize using R.I.D.E.R.

Students will write responses of each paragraph on story map paper.

After Reading:

With a partner, students take turns to spontaneously retell the text from start to finish

At the end of the lesson the students review their knowledge and skills gained. They will be asked to share what they enjoyed about the lesson.