Explicitly teaching visualizing, using the RIDER Strategy, will improve the overall comprehension retell in underachieving Yr 3 students.

Abstract

Making sense of what is read is paramount to student's learning. Many Students' in the middle primary level have difficulty with understanding the writer's message even though they are competent decoders of text. Much research has been undertaken in the development of comprehension skills and one teaching strategy that can help students in this area is the strategy of 'visualization or visual imagery'.

The hypothesis of this research study examines the notion that Explicit teaching of visualizing, using the RIDER strategy will improve the overall comprehension retell in underachieving Year 3 students.

Two groups of students were involved with this study, an Intervention group of four students and a Control group of three students. Both groups of students displayed significant difficulty with comprehension. The Intervention group were given explicit instruction on visualization and the Control group were given no instruction.
In this study the strategy known as R.I.D.E.R was explicitly taught to the Intervention group. A comparison of results were then analysed for research purposes.

The implications of the study infer that clear explicit teaching methods need to be taught and reviewed in order for children who are underachieving to be successful. The results suggest that teaching the strategy of visualization using the RIDER method is a successful strategy and with explicit teaching will assist students with their reading comprehension.

Introduction

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The reading process is a complex and difficult task which requires the learner to simultaneously use their knowledge of sound segments, which is referred to as phonemes and the connection between sound and letters which is referred to as phonics and to make meaning of the text which is referred to as reading comprehension. They also draw upon their existing bank of verbal and visual knowledge in order to support their reading activity. Through their metacognative process they're able to read with a purpose and gain relevant meaning from the text.

Munro (2005) developed the The Multiple Levels of Text Processing (MLOTP) model that provides an overall model to understand what readers do when they read and how they use their knowledge to read text. The MLOTP model comprises four components – Literacy Knowledge, Metacognative Knowledge, Existing Knowledge and Sensory Input. It is important to note that a good reader needs competence in all levels of the MLOTP in order to read effectively.

Reading comprehension can be the most challenging to develop for some students and this deficit can really hold the student back from progressing successfully in Literacy. Many students are able to decode efficiently and effectively but are not able to make meaning from what they have read. Laura A.Stahl 2000 notion that "reading comprehension tasks are not only among the most difficult tasks that students with deficits in reading struggle with but are also among the most important life skills that all children need to develop in order to function successfully in society."

According to the 2000 National Reading Panel Report on teaching children to read Comprehension is defined as the "*essence of reading*". The report describes the reading process as "*purposeful and active*" and defines comprehension as the "*intentional thinking during which meaning is constructed through interactions between text and reader*". Fountas & Pinnell (2001) support the notion that comprehension is a fundamental component of reading. It cannot be considered as a separate entity of the reading process.

At risk literacy students find comprehending the text a difficult and laborious task. They are unable to make links with the text and thus lose the fundamental meaning of the text they are reading. Engaged readers actively use the strategy of visualization in

conjunction with re-reading, reading on and questioning the text. Manning (2002). Visualization is and important strategy that a reader can use to gain meaning from the text. Jeffrey Wilhem suggests "creating images and mental models of what one reads is essential to comprehension." (Cited in Palmer, 2005)

Reading comprehension is challenging and multifaceted and it must be explicitly taught. Most readers do not infer how to make meaning of the text. They need to be instructed in a variety of strategies for understanding what they are reading. Kylene Beers has identified the characteristics of reluctant readers and discovered that these students do not spontaneously visualize what they read. These are the students that need guided opportunities to practice the comprehension strategies of reflective thinking, self monitoring, close observation and visualization (Beers 1998).This notion is also backed up in (Pressley, 2000) when he states 'Teachers should model and explain comprehension strategies, have their students practice using such strategies with teacher support, and let students know they are expected to continue using the strategies when reading on their own. Such teaching should occur across every school day, for as long as required to get all readers using the strategies independently – which means including it in reading instruction for years.'

There are various reasons why a student may be having difficulty with reading comprehension. Firstly their knowledge of the language may be poor and the foundations skills of reading have not been automatized. The at risk student is forced to apply all his concentration to word recognition, and therefore has "no concentration left" to decode the written word, and as a result he will not be able to read with comprehension. Lastly imagination and visualization play a major role in reading comprehension; it is doubtful whether a person can really understand something unless he/she is able to to think about it in terms of pictures. When we read, the words and thoughts comprising the message call up images in our mind. If this process does not occur, the message will make little sense.

This is backed up by Garry Woolley (2007) when he states: "Less skilled comprehenders experience difficulties because they often use inefficient memory strategies and do not normally visualize story content. Readers with comprehension difficulties can be taught to construct mental imagery that will enable them to link verbal and imaginal information more efficiently into their working memory by reducing cognitive load. In a research study conducted by Pressley(1976) it was found

that good examples of imagery were found with students who were reminded regularly to form images on blank pages as they were reading the text. In the Study it found that with explicit practice in constructing images as the student read enabled them to remember what they had read more effectively than those students who did not receive any explicit practise in imagery.

A reading comprehension strategy that works effectively with under-achieving students is the R.I.D.E.R method (Clark, Deshler, Schumaker, Alley and Warner, 1984) this method involves the student in a five stage process, they are:

Reading: Read the sentence.

Imagining: Make a picture in your mind.

Describing: Describe your image

Evaluating: Evaluate your image to see if it fits with the text.

Reading On.: Read the next part of the story and do it all again.

From the research conducted in the area of 'visual imagery' it became very clear that the 'at risk' learner needs scaffolding and explicit teaching of the strategy in order for it to work effectively. (Oakhill and Patel, 1991). Munro (2005) suggests that the strategy of visual imagery may assist readers to understand what they have read.

The present investigation aims to examine the effect of explicit teaching of the visualizing strategy using the RIDER method to a small group of underachieving Year 3 students. The students used in the study are able to read at an appropriate age level and are good decoders but have difficulty with understanding the meaning of text when they read. The students also have difficulty answering questions about the text they are reading and have no real strategies to use to help them when they are experiencing difficulty. The Hypothesis is that explicitly teaching of visualizing, using the RIDER Strategy will improve the overall comprehension retell in underachieving Yr 3 students.

Method

Design

The study uses a case study of OXO design where visualization using the RIDER strategy was taught to improve overall comprehension in underachieving Year 3 students. The study compares two groups of students. The Intervention Group of four students was given explicit instruction in the RIDER strategy and the other group of three students served as a Control Group for comparison.

Participants:

The students involved with the study were in Year 3 and all had significant difficulty with reading comprehension. They were chosen due to their poor performance in the Torch Comprehension Test completed at the beginning of the school year. The study involved seven students, three students in the Control group and 4 students in the Intervention Group. These students had comparatively similar reading level ability and general literacy ability. There level of reading indicated that they were all good decoders.

The study took place in a North Eastern Primary school with approximately 380 students enrolled. The students are all in composite 3/ 4 classrooms with an average of 25 students in each classroom. The school is situated in an area consisting mainly of families from Anglo-Saxon, middle-class socio economical backgrounds. There are a limited number of children with a background other than English within the school.

Four students were chosen for the Intervention group who scored the lowest in their Torch Comprehension Test assessment among their Year 3 peers. This included three boys and one girl between the ages of 8yrs and 9yrs old. A Torch score of 5 out of 20 and below and a text level of 28 and above. Four students were also chosen for the Control group consisted of three boys and one girl between the ages of 8rs and 9yrs old. A Torch score of 8 out of 20 and below and a combined text level of 28 and above. One student in the control group completed pre assessment but was absent for 6 weeks due to an overseas holiday and was removed from the control group data due

to his absence. The control group was then limited to three students, two boys and one girl for comparison.

Student M from the Intervention Group has a diagnosis of ASD(Autism Spectrum Disorder – Asphergers) and SLD (Severe Language Disorder) his family background is ESL. His ASD is in the mild spectrum and the he has significant delay in Oral language development. His text reading level is at standard (28) although his oral language problems affect his spelling, grammar and sentence structure. Students A,J,L,E,T and N have no specified diagnosis although they all have difficulty comprehending text and are below standard in this area. All students except for Student M have had no formal intervention for their comprehension difficulties.

THE PARTICIPANTS:

Table 1:

- IG -Average age in months is: 109

INTERVENTION GROUP	SEX	AGE in months	SIBLINGS	READING RECOVERY	LSNLN FUNDED	TEXT LEVEL	ESL
Student J	M	104	1	NO	NO	28	NO
Student A	F	106	0	NO	NO	28	NO
Student M	M	112	4	NO	YES	28	YES
Student L	M	114	1	NO	NO	28	NO
AVERAGE		109					
CONTROL GROUP	SEX	AGE	SIBLINGS	READING RECOVERY	LSNLN FUNDED	TEXT LEVEL	ESL
Student T	M	99	3	NO	NO	28	NO
Student E	F	101	2	NO	NO	28	NO
Student N	M	102	0	NO	NO	28	NO
AVERAGE		100					NO

Materials:

The materials used in study include the following:

The testing took place individually in a pull-out quiet teaching space. All students from the Intervention and Control Groups had a pre and post assessment in the following: See **Appendix 3**

TORCH Test – Comprehension skills were assessed with the TORCH Tests of Reading Comprehension Second Edition. The test, 'Grasshoppers' was assessed in the Pre Test and "Lizard Loves Eggs" was assessed in the Post test for comparison.

Self Efficacy Task:

Self-Efficacy test was administered individually at the pre and post test sessions. The test was developed by John Munro.

RIDER book mark

The RIDER bookmark was adapted from the RIDER cue cards in the ERIK testing resource. The bookmark was used in the Intervention sessions and in the classroom and at home when reading.

Visualization Assessment:

The Visualization test was developed by John Munro and was administered to the students individually in pre and post testing sessions. The passages were read to the student and the teacher recorded their responses word for word on a response sheet.

Reading Text
A variety of reading texts were used throughout the intervention sessions ranging from benchmark level text from 15 – 22 see **Table 3 in Appendix 1**.
Copy of text see **Appendix 2**

Lessons 1 – 10 – **Appendix 1.**

RESULTS:

The results support the prediction that teaching of Visualization through the RIDER strategy increases comprehension in under achieving Year 3 students. Trends for the Intervention group indicated that all students J,M.A and L improved in their ability to comprehend the text effectively using the strategy of Visualization. As shown in Graph 1 the Intervention Group made gains in their comprehension ability and students N and T(Control Group) as shown in Graph 2 made no gains but scored lower in the post TORCH test 'Lizard Loves Eggs' assessment task.. Student E made no gains and remained the same from the pre-testing to the post-testing time. During the pre-testing phase Students in both the Control group and the Intervention group did not answer all questions asked in the 'Grasshoppers' Cloze assessment task.. During the post testing phase all students except Student J, M and T attempted all questions asked in the 'Lizard Loves Eggs' Cloze assessment task. It was interesting to note that Student L and A said that 'Lizard Loves Eggs' (post test TORCH assessment task) was going to be too hard to do. They both showed significant reluctance when they began reading the text. Some verbal encouragement was given at this point with 'take your time and remember all we have learnt in the last ten sessions together'. Some anecdotal notes were taken throughout the assessment tasks and Student L reported after finishing the Post-Test that he found it much better this time because he was 'putting the strategy into place'. Student J took the longest to complete the TORCH pre-test and often looked bewildered and troubled throughout the assessment task.. He asked questions throughout the task which could not be answered by the Teacher, it was noted that he was able to answer his own questions correctly but wanted re-assurance that they were right.

STUDENT T	8	4	15.5	21	12	13
STUDENT E	8	8	31	29.5	12	12
STUDENT N	8	7	19.5	28	15	13

| INTERVENTION GROUP	TORCH		SELF-EFFICACY		VISUALIZATION TEST	
NAME	PRE	POST	PRE	POST	PRE	POST
STUDENT J	4	12	32.5	32.5	8	15
STUDENT A	4	15	29	29	15	22
STUDENT M	5	11	23	17	12	17
STUDENT L	4	13	25.5	28	14	20
C0NTROL GROUP	TORCH		SELF-EFFICACY		VISUALIZATION TEST	
NAME	PRE	POST	PRE	POST	PRE	POST

OVERALL DATA (TABLE 2)

Refer to Appendix 4 – Excel spreadsheet – Results.

Above in Table 2 is the overall data for the Intervention Group and the Control Group as tested in the post test and pre test sessions.

Refer below for individualized Bar graphs that have been depicted for the Intervention Group and the Control Group for the assessments in TORCH, Visualisation Test and Self Efficacy test for comparison.
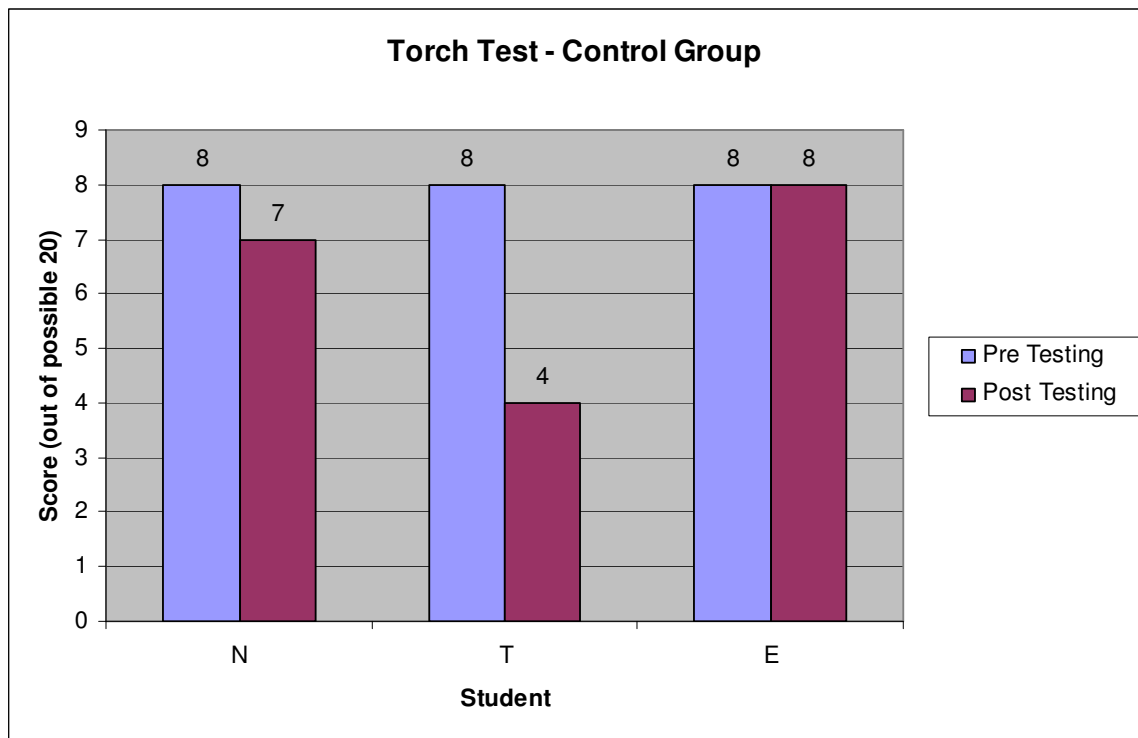
GRAPH 1
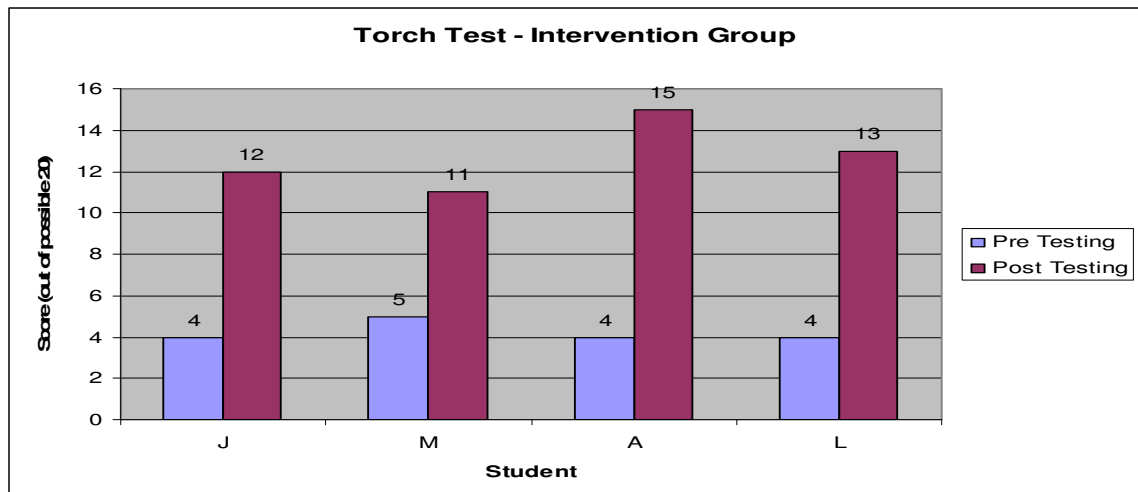
As indicated above in Graph 1, the average score in pre-test 'Grasshoppers' assessment task was 18.3% and in the post-test 'Lizard Loves Eggs' was37.8%. An increase of 19% was noted on average from the pre and post testing with the Intervention group. Whilst all students made gains Students A and L improved by

24.5% and 20% on the post test. Student J increased by 18.6% and Student M increased by 14.5% . Student M had the least gains and this may be attributed to his diagnosis of ASD and SLD. Due to his ESL background his prior knowledge of 'Lizards' may have been more limited compared with Students A, L and J.
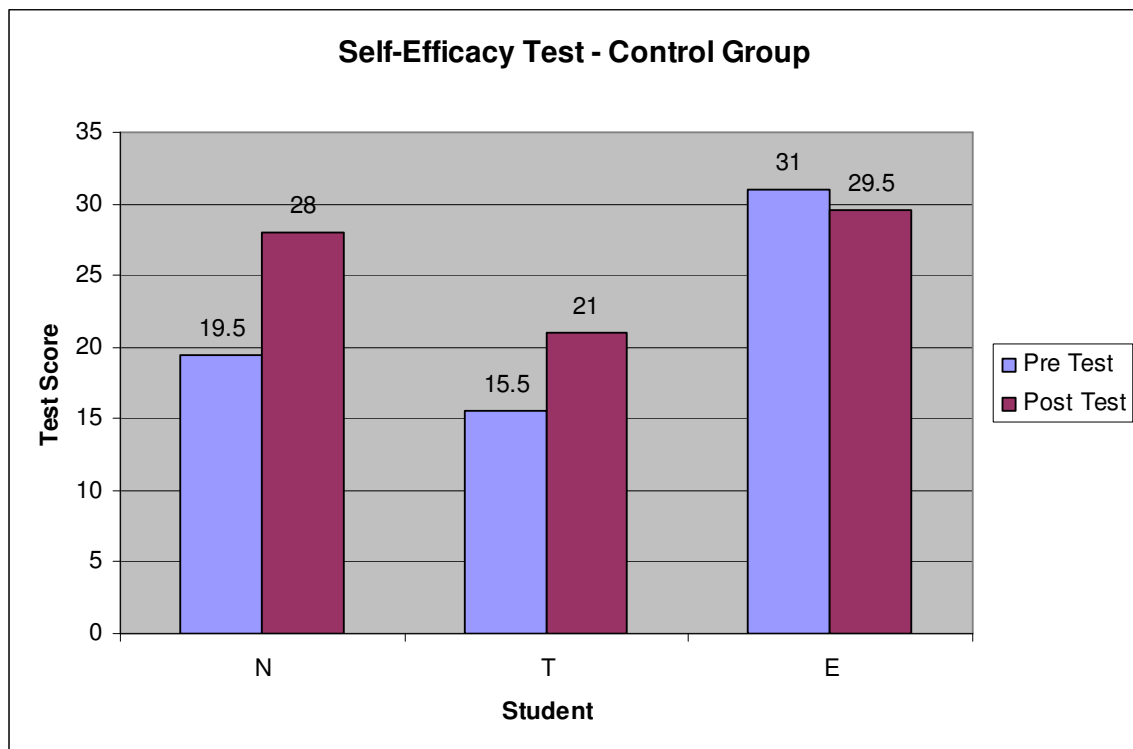
GRAPH 2

Torch Test - Control Group

As indicated above in Graph 2, the average score in pre-test 'Grasshoppers' assessment task was 25.9% and in the post-test 'Lizard Loves Eggs' was 25.8% . There was no increase noted on average from the pre to the post testing in the Control Group. This data indicates that there were no gains shown in their comprehension skills in the TORCH assessment but in fact a decrease in score for Student N and more significantly for student T. This may have been the result of anxiousness when faced with a new, unseen text in 'Lizard Loves Eggs'. Student T took all of the 45 minutes to complete the assessment and he answered questions 1,2 , 3 and 4. It is interesting to note that the four questions Student T answered were all correct. He wrote and rubbed out 3 more answers and these were not scored. (see Table 2 for Raw Score and Percentile Rank of all students TORCH results relating to Graph, 1 and 2.)
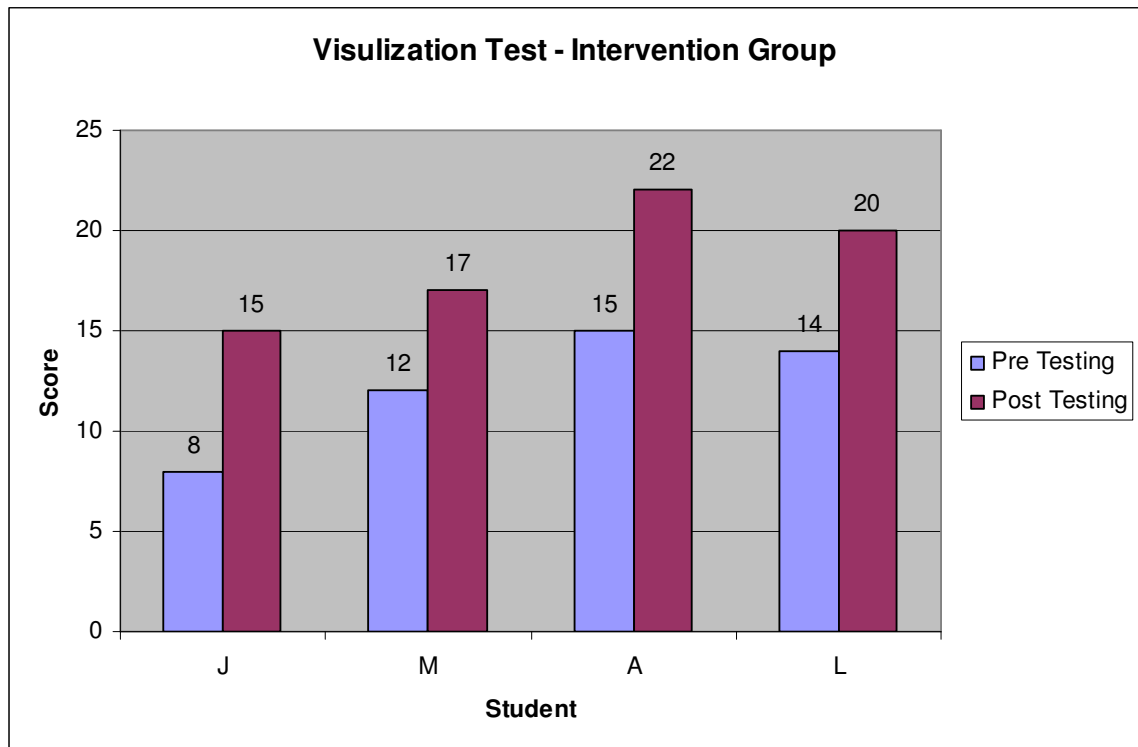
Graph 3
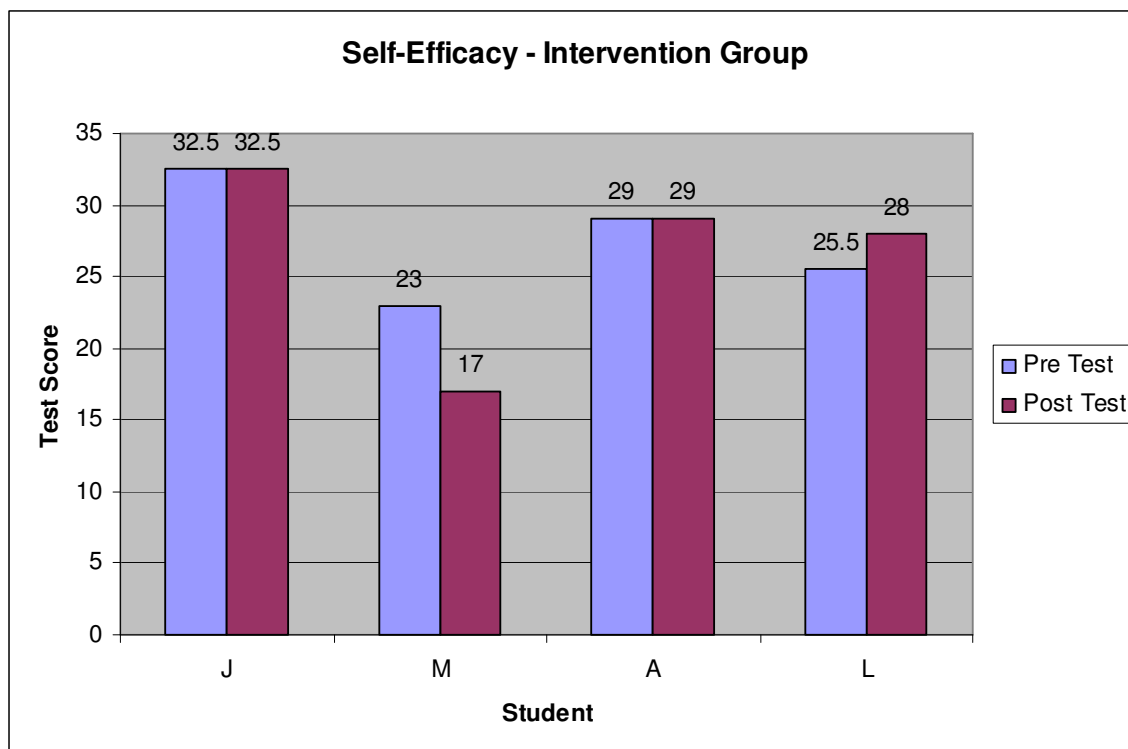
As indicated in Graph three Student J and A made no gains in their self efficacy from the pre testing too the posting testing phase. This interesting to note due to the fact that from the anecdotal notes taken during the teaching task that Student J took one of the longest time to complete both assessments. In the pre – test he cried because he found the test too hard. Yet when his self-efficacy was scored he had the highest score. This may indicate that he may not have understood what was asked of him in the self =efficacy assessment task or that he feels good about his work when he is asked questions about it but when he actually has to put pen to paper he finds it difficult. Student M's Self-Efficacy went down from the pre-test to the post-test and this may be due to the fact that he found the post test of Lizard Loves Eggs more difficult than the Grasshoppers assessment. Due to his speech difficulties and his SLD diagnosis his confidence in himself is lower than the other three students. Students on SLD funding have been tested and re-tested since an early age and their self-esteem can be affected by this in a negative way. It is assumed that Student M's low self-efficacy post score is due to this.

Graph 4

**Self-Efficacy Test - Control Group**

The results in Graph 3 indicate that Students N and T both improved in their self – efficacy scale by 8.5 points and 6.5 points. Student E decreased self efficacy slightly by 1.5 points. This overall gain may have been due to the fact that the students were withdrawn from the classroom for testing and may have felt a general confidence about themselves due to extra time been spent on them. The improved self-efficacy scores for both the Intervention and Control groups could be attributed to the fact that the students did not want to be seen as answering negatively. Most students want to please their teacher and this may indicate their positive scores in this area.

Graph 5

Visulization Test - Intervention Group

The Intervention Group all showed improvement in their visualization assessment task as seen in Graph 5 above and all but one student in the control group stayed the same and one student improved slightly. On average the Intervention group improved their score by 6.25%and the control group improved by a minimal 0.6%.

Graph 6

Visuliazation Test - Control Group
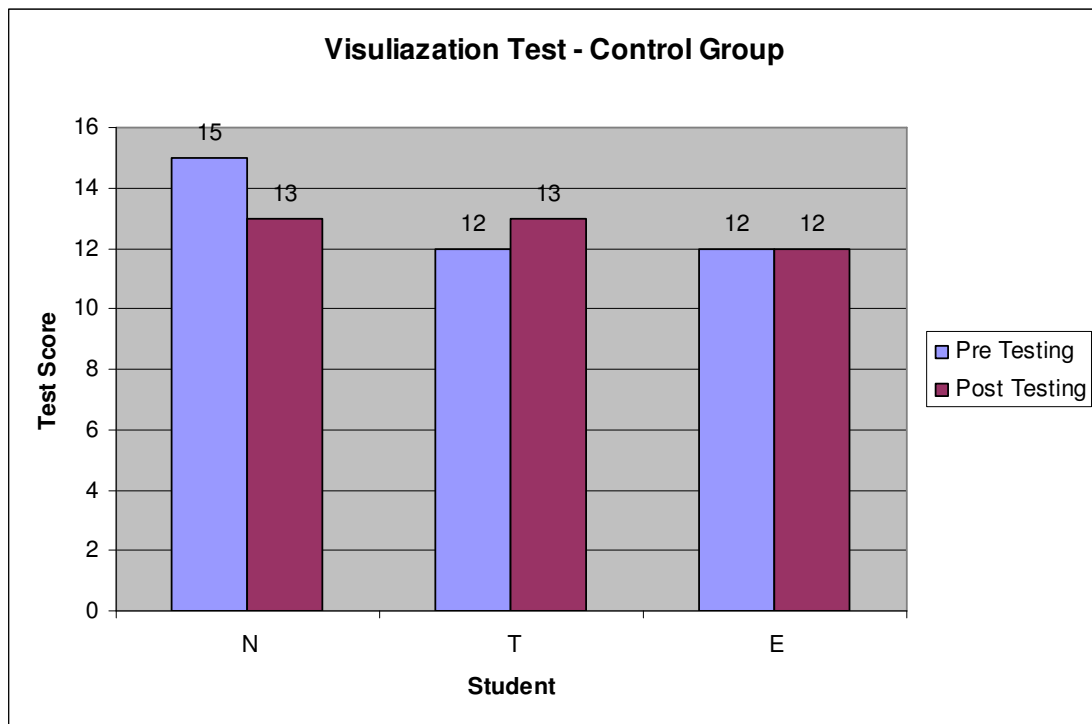
As seen in Graph 6 above, the Control group scored an average of 13% in the Pre-testing task and an average of 12.6% a score that was relatively unchanged. Student N actually dropped slightly with his Visualisation post test and Student T had a slight rise in his post test score.

Discussion

The results taken from this research study support the hypothesis that explicitly teaching of visualizing, using the RIDER Strategy did improve the overall comprehension retell in underachieving Yr 3 students. All students in the Intervention made positive gains in the area of reading comprehension as assessed by their TORCH post testing data. The students in the Control Group did not show any positive gains and in one case, Student T(Graph 2) scored lower in the post test compared to the pre – test. This could have been attributed to the fact that Lizard Loves Eggs was a more difficult text and his self efficacy may have been affected by the anxiousness felt when faced with an unknown text. The Visualization Test showed gains for the Intervention group and it was interesting to note that Student A and J had the post positive gains.

The overall results lend support for the work of Pressley (1976), Oakhill and Patel 1991, Munro (2005), Clark, Deshler, Schumaker, Alley and Warner, 1984) suggest that teaching Visualizing can assist students with their overall comprehension of text. This was particularly evident in the comprehension scores in the TORCH test for all students in the Intervention group especially Student A. (Graph 1)

The use of the RIDER acronym was a useful tool, in helping the students remember what process they need to attend to while reading the text. The students used the bookmark throughout the ten intervention sessions and their teacher's reported that they used them in the classroom during normal literacy sessions. Other students in the class asked to have the special bookmark for their reading and the intervention students asked if they could make one for them all. After the first teaching session it was noted in that the students in the intervention group were genuinely excited about using the acronym of RIDER and all could recall and understand the meaning behind it. During the testing of Lizard Loves Eggs, Student L claimed to understand the story better this time because he was 'putting the strategy in place'.

Pressley et al., (1992)as sited by the National Reading Panel (2000) noted that students cannot understand texts if they cannot read the words and that children's word-recognition skills are critical to the development of skilled comprehender's. This was very evident in the sessions taught when the teacher encouraged the students to talk about synonyms and vocabulary meaning incidentally throughout the intervention teaching sessions. Student M struggled to recall synonyms and it is

evident due to his overall lower score than the other three students that he needs work in this area. This deficit would also be attributed to his SLD Severe Language Difficulties.

During the first couple of Intervention lessons the students found it difficult to draw quickly but this improved as the lessons progressed. It was noted that all students except Student M were able to draw their images very quickly. Student M liked to take more time and his images were always very detailed compared to the other three students. Student L had to be reminded to add more detail to his image that he had drawn due to him rushing and wanting to finish first. On the whole all students in the Intervention group drew naturally and easily after reading the text. This is supported in Anderson and Kulhavy (1972) when it states that imagery is a natural part of reading. It seems that if imagery is a natural part of reading then it takes explicit teaching of the strategy in order for students to use it automatically when they read. It is a present just waiting to be opened!

It was surprising to note that the students in the intervention group found the visualization test more difficult to imagine a picture than they did with stories. Student J responded while completing the post visualization text that "I just can't make a picture in my head about that" this was in reference to (12. All of a sudden the path goes around a sharp curve) and then again in (16 There is a loud thud, the front wheel crumples and the young couple is airborne, flying over the obstacle to the grass on this side of the path.) Appendix 3 Student L asked what does 'thud' mean? and what does 'airborne' mean? It begs to wonder if the students needed explicit vocabulary meaning before they completed the visualization task and whether this would have given us different results. In anecdotal notes taken during the pre and post testing it was noted that the students were giving answers to the test that related to them imagining the next part to the story in their mind and not imagining the picture in their mind about the phrase that was being read to them. This was evident in the pre test for Student A when she responded to question 12 (see appendix 3). Her response was , "They kept riding ,went faster around a curve they nearly bumped in to the edge and banged in to someone.". It would seem that student A was not imagining what was happening there and then but imagining and predicting what could happen next. It would be beneficial in further testing of the visualization test to explain the process of the assessment more explicitly and with more examples. This lack of understanding of

the assessment may have affected the results slightly and this may explain the minimal improvement seen in this assessment task from pre to post testing results.

At the conclusion of the study, there are some implications for teaching these students. Student M had difficulties with oral language and needed assistance to make connections with his prior knowledge and the text content. Overall the students needed support with the meaning of some vocabulary that was unfamiliar. The use of synonyms was limited and the group generally needs further teaching in this area.

In any future studies it would be beneficial to have given examples of good images for passages before the students began to draw their own images. This was supported in the study undertaken by (Pressley 1976) where he showed slides depicting good examples of images for longer prose passages. It also would be interesting to extend the intervention group for a further ten teaching sessions to continue with the acronym of RIDER but instead of drawing the image they would be asked to use sentences to describe their images. This could be the next step in the process of being a able to write about what they have read.

The results suggest that explicitly teaching of visualizing, using the RIDER Strategy will improve the overall comprehension retell in underachieving Yr 3 students. Students need ongoing practice using the comprehension strategy of visualising using the RIDER method. Teachers should encourage the use of the strategy when reading in the classroom during normal literacy sessions in order for the student to use the strategy independently and confidently.

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Online Websites

http://online.edfac.unimelb.edu.au/LiteracyIntervention/index01ir.htm

http://online.edu.unimelb.edu.au/LiteracyResearch/index.htm

READING TEXT

1. **The Old Woman who lived in a Vinegar Bottle. Retold by Ann Douglas, Illustrated by Juli Kent-Corston. Ashton Scholastic , Bookshelf 1987.**
2. **Picked for the Team , Story by Annette Simth, Illustrated by Xaiangiyi Mo and Jingwen Wang.Nelson Australia 1999.**
3. **Mercury Island by Carmel Reilly , Illustrated by Ian Forss, Oxford literacy 2010.**
4. ** People Like Us, Stephen Gard, Illustrated by Trish Hill. Macmillan Education 1998.**
5. **Tricks with a Kite, Benchmark Kit, 2000**

APPENDIX 1 :TABLE 3

Text used in Intervention Sessions:

Lesson	Text	Genre	Series/Publisher	Page numbers
1.	The Old Woman Who Lived In a Vinegar Bottle	Fiction	Bookshelf	1-6
2	The Old Woman Who Lived In a Vinegar Bottle	Fiction	Bookshelf	7-11
3	Picked for the Team	Fiction	PM Story Books/Nelson	2-5
4	Picked for the Team	Fiction	PM Story Books/Nelson	6-10
5	Mercury Island	Fiction	Oxford literacy	2-6
6	Mercury Island	Fiction	Oxford Literacy	7-11
7	Tricks with a Kite		Benchmark Kit L20	All
8	Tricks with a Kite		Benchmark Kit L20	All
9	People Like Us		Macmillan/Momentum	3-8
10	People Like Us		Macmillan/Momentum	9-12

APPENDIX 1

LESSONS

Explicitly teaching of Visualising using the rider strategy will improve overall comprehension in underachieving Yr 3 students.

Teaching Lessons:

Lesson 1/2	The Old Woman that lived in a Vinegar Bottle
Introduction of the Comprehension Strategy	Teacher introduces and overview of the process of the 10 sessions explicitly talking about Visualising and the Rider Strategy. I am going to teach you something that you can do that will help you to remember what you read. It is called **visualizing.** When you have read a sentence you will make a picture in your mind and then you will tell us what the picture looks like.
Visualizing Activity	To help us practise our new visualizing strategy let's think back to Christmas Day. This was a few months ago but I'm sure you can remember some details about that day. Think about what that day looked like, who was there, what presents you opened, what food you ate and how you felt. I'm going to tell you what my picture looks like from my memories of my Christmas day. In my mind I can see……….. Children share there images orally and then draw a picture about there image. Teacher to draw her/his image. Reinforce that even though this was a memory from a long time we are able to see the pictures in our minds and talk about them.
Introduce the Rider Strategy	Introduce the RIDER strategy using the bookmark as a cued prompt. **Read** – read a section of the story **Imagine**- make a picture in your mind of what you are reading. **Describe –** describe your picture in your mind **Evaluate**- Is this what you read about? Could this be what it looks like? Make any changes after feedback **Read On –** Read the next part of the story.
Reading Activity	**The Old Woman that lived in a Vinegar Bottle** Teacher reads the first sentence. Ask the children: - Ask what do you see in your mind? - Draw your picture. - Children orally share their pictures with the group.

Review/Share time	Revise the strategy of visualizing – Remind children that when we read a sentence, we make a picture in our minds and this helps us to understand what the text is telling us. This process is called visualizing. This strategy helps us to remember what we have read. Teacher reflects about what she has learnt to the group. Students reflect and share what they have learnt to the group.

Explicitly teaching of Visualising using the rider strategy will improve overall comprehension in underachieving Yr 3 students.

Teaching Lessons:

Lesson 3and 4	PICKED FOR THE TEAM
Introduction of the Comprehension Strategy	Today we are going to continue with using our new strategy we learnt in lesson 2. Teacher revises Lesson 2; • What did we learn in our last lesson? • What was the strategy called? • What does Rider stand for?
Visualizing Activity	To help us remember how to use our visualising strategy lets think back to last night. I would like you to draw the image in your mind. Remember to include as much detail in your picture as you can about what happened in your house last night. Say to yourself "In my mind I can see……….." Teacher draws her own image and shares with the group orally. Children share there images orally. Congratulate the children for remembering such amazing detail from last night.
Introduce the Rider Strategy	Revise the RIDER strategy using the bookmark as a cued prompt. **Read** – read a section of the story **Imagine**- make a picture in your mind of what you are reading. **Describe –** describe your picture in your mind **Evaluate**- Is this what you read about? Could this be what it looks like? Make any changes after feedback **Read On –** Read the next part of the story. Teacher to scaffold book mark and prompt each child. Ask the students where could we use this book mark in the classroom? Could you use the bookmark at home?
Reading Activity	Teacher reads a sentence from **'Picked for the Team'** Students read aloud the same sentence, What do you see in your mind…………… - Student orally visualizes and shares. - Student draws their image. - Discuss synonyms Teacher/Students read the next two sentences: - Students/Teacher draw their image

	- Students/Teacher shares orally their image to the group. - What happened to Hannah? - Why did Mum go in the Ambulance with Hannah? Teacher/Students read the next two sentences. Continue with this process……………
Review/Share time	Revise the strategy of visualizing – Remind children that when we read a sentence, we make a picture in our minds and this helps us to understand what the text is telling us. This process is called visualizing. This strategy helps us to remember what we have read. Teacher reflects about what they she has learnt to the group. Students reflect and share what they have learnt to the group. Teacher/Students

Explicitly teaching of Visualising using the rider strategy will improve overall comprehension in underachieving Yr 3 students.

Teaching Lessons:

Lesson 5/6	**MERCURY ISLAND**
Revising previous lesson.	**What did we read about in our last lesson together?**
Revise Rider Strategy and visualisation strategy	What do we call the strategy that helps us remember what we have read? What strategy do we use as we read?
Reading Activity	- - - Read 1st 3 sentences. - Ask what do you see in your mind? - Draw your picture - Talk about meanings of unknown words - Brainstorm synonyms - Read next 3 sentences. - Ask what do you see in your mind? - Draw your picture - Read 1st 3 sentences. - Ask what do you see in your mind? - Draw your picture Talk about meanings of unknown words - Brainstorm synonyms - Read 1st 3 sentences. - Ask what do you see in your mind? - Draw your picture - Talk about meanings of unknown words - Brainstorm synonyms - Ask comprehension questions randomly and ask what pictures did you see in your mind. Reinforce to go back in your mind and see if you can remember the picture in your mind.
Review/Share time	Share what you have learnt from the session – Teacher and students What did we learn today? What new words did you learn? Formulate your own comprehension question and ask your partner?

Explicitly teaching of Visualising using the rider strategy will improve overall comprehension in underachieving Yr 3 students.

Teaching Lessons:

Lesson 7/ 8	Tricks with a Kite
Revising previous lesson.	What did we read about in our last lesson together?
Revise Rider Strategy and visualisation strategy	What do we call the strategy that helps us remember what we have read? What strategy do we use as we read?
Reading Activity	**Tricks with a Kite** - Read 1st 3 sentences. - Ask what do you see in your mind? - Draw your picture - Talk about meanings of unknown words - Brainstorm synonyms - Read next 3 sentences. - Ask what do you see in your mind? - Draw your picture - Read 1st 3 sentences. - Ask what do you see in your mind? - Draw your picture Talk about meanings of unknown words - Brainstorm synonyms - Read 1st 3 sentences. - Ask what do you see in your mind? - Draw your picture - Talk about meanings of unknown words - Brainstorm synonyms - Ask comprehension questions randomly and ask what pictures did you see in your mind. Reinforce to go back in your mind and see if you can ember the picture in your mind.
Review/Share time	Share what you have learnt from the sessions. What did we learn today? What new words did you learn Formulate your own comprehension question and ask your partner.

Explicitly teaching of Visualising using the rider strategy will improve overall comprehension in underachieving Yr 3 students.

Teaching Lessons:

Lesson 9/10	PEOPLE LIKE US
Revising previous lesson.	What did we read about in our last lesson together?
Revise Rider Strategy and visualisation strategy	What do we call the strategy that helps us remember what we have read? What strategy do we use as we read?
Reading Activity	**PEOPLE LIKE US** - Read 1st 3 sentences. - Ask what do you see in your mind? - Draw your picture - Talk about meanings of unknown words - Brainstorm synonyms - Read next 3 sentences. - Ask what do you see in your mind? - Draw your picture - Read 1st 3 sentences. - Ask what do you see in your mind? - Draw your picture Talk about meanings of unknown words - Brainstorm synonyms - Read 1st 3 sentences. - Ask what do you see in your mind? - Draw your picture - Talk about meanings of unknown words - Brainstorm synonyms - Ask comprehension questions randomly and ask what pictures did you see in your mind. Reinforce to go back in your mind and see if you can ember the picture in your mind.
Review/Share time	Share what you have learnt from the sessions today. What did we learn today? What new words did you learn Formulate your own comprehension question and ask your partner.

APPENDIX 2:

STORIES

LESSON 1 & 2 THE OLD WOMAN WHO LIVED IN A VINEGAR BOTTLE

1. Once upon a time there was an Old Woman who lived in a vinegar bottle.

2. She has lived there for many year, but one day she was cross and began to grumble. "Oh dear! Oh dear! Oh dear! The Old Woman said. "I should not be in a vinegar bottle. I should be in a little house with pink curtains and with roses around the door. And there should be a garden with flowers and vegetables

3. She grumbled so loudly that a passing Fairy heard her. Well, the Fairy felt sorry for her and said "Before you go to bed tonight turn around three times – and then you will see what you will see" .So that night the Old Woman did as the Fairy had said. She turned around three times and went to bed.

4. .When she woke up in the morning she was in a little white bed in a room with pink curtains. And when she jumped up and looked out of the window, she found that she was in a little whit house with roses growing around the door. The Old woman was pleased. But she didn't ever say thankyou to the Fairy.

5. Well the Fairy went east and she went west and she went north and went south.

6. One day she came back to see the Old Woman in her little white house. "I am sure she will be pleased thought the fairy. But as she passed by the window she heard the Old Woman grumbling again! "It's a shame! Why should I live here in this little house in the country? Other people have red-brick houses near the town. They can watch the people going to the market. And I'm getting too old to do my own work. I need a maid to wait on me. It' a shame!''

7. The Fairy was sorry that the Old Woman was not pleased with house. She said to the Old Woman, "Before you go to bed tonight turn around three times – and then you will see what you will see." So that night the Old Woman did as the Fairy had said. She turned around three times and went to bed.

8. When she woke up in the morning she was in a big bed and next to the bed stood a maid. "If you please, here's a cup of tea, "said the maid. And when the Old Woman had drunk her tea she jumped up and looked out of the window. She found that she was in a red-brick house near the town. She could see the people going to market. The Old Woman was pleased, but she didn't ever say "Thank You" to the Fairy.

9. Continue story……………………………..

LESSON 3&4 PICKED FOR THE TEAM

1. Hannah, you swam so fast!" said Lee, as the girls clambered out of the pool. "You'll be picked for the school team. ""Well donee, both of you, "said Miss Johnson, looking at her stop watch.
2. Hannah, we want you to be in the school team for the swimming sports on Wednesday. I'll give you a letter for your mother. Lee, you just missed out. Maybe you'll be in the team next year.
3. Hannah was very excited as she raced home after school. "Mum! Mum! She called, dropping her bag on the veranda. "I'm in the school swimming team". Slow down a bit, Hannah," laughed Mum." Now what's all the excitement?"
4. A short time later, they heard Dad's car pull up in the driveway. "Dad's home! I'm going to tell him too, said Hannah, as she dashed outside. Then she gave a loud yell.
5. Hannah had tripped over her school bag, and she was lying on the concrete pate at the bottom of the steps. "My leg hurts", she cried. Just lie still, Hannah", said Mum. "Don't try to get. Let me have a look."
6. By now Dad was with them. He looked anxiously at Hannah. Her face was very white, and she seemed to be in a lot of pain. "I'll go and phone for the doctor", said Mum. "We won't move you because you may have broken your leg."
7. "Oh, no!' cried Hannah "I can't have a broken leg". "Here Hannah", said Dad. "I'll put my jacked around you Lie as still as you can."
8. The doctor has sent for an ambulance, said Mum, coming back with a blanket. "You'll have to be x-rayed, Hannah. Very soon the ambulance arrived, and Hannah was strapped carefully onto a stretcher.
9. "I don't' want to let the team down," said Hannah miserably, "or Miss Johnson" "Don't try to talk Hannah" said Mum. "You've had an awful shock I'm coming to the hospital with you."
10. The next morning, Hannah woke to find herself in a strange bed in a strange room. It took her a few moments to realise that she was in a hospital.
11. "My leg," she cried, as she felt the hard plaster. "I remember now. I broke it yesterday when I fell down the steps." She remembered coming to the hospital in the ambulance.
12. She remembered having her leg x-rayed, and then how much better it felt when at last it was put in plaster. "Hello Hannah," said a nurse, pulling back the curtains around her bed. "You did have a bad fall. Your leg will have too been in plaster for several weeks.
13. I was supposed to swim for the school team tonight," said Hannah. Never mind said the nurse cheerfully. "Your mother will be her before long. She'll probably bring you lost of special things. Children get treats when they're in hospital and, the way; we have a surprise visitor coming to the ward before lunch today".
14. When Mum arrived she had some news for Hannah. "I phoned Miss Johnson at school" she said. "She was so sorry to hear abut your accident. You are not to worry about the team because Lee is taking your place."
15. I'm glad that Lee has been chosen," said Hannah. "She's my best friend, and she was the next fastest swimmer."

Story continued……………………………

LESSON 5&6 MERCURY ISLAND

1. One day in winter, Dad came home from work looking very happy. "Guess what?" he said.
"I've won first prize in the work raffle – a week away at Mercury Island!"

2. "Great!" replied Mum. "A tropical holiday is just what we need."
"Start pack", said Dad. "We leave next week."
"Hooray!" shouted Pipa and Eddie.

3. On the day they were leaving, everyone was very excited. Dad had a list of everything they needed to take.

4. "Now, have we got hats and sunscreen and shorts and t-shirts and boogie boards and …."

5. "Yes," said Mum. "We've got everything. And Nanna's coming over to look after Star. Let's go. We have to catch our flight."

6. They were almost at the freeway when Eddie asked, "Dad, did you pack the footy?""It's in my brown bag," said Dad
"Brown bag?" said Mum. "I don't remember loading a brown bag".

7. Dad pulled over, got out of the car and opened the boot. "Oh, no!" he cried. "I left my brown bag behind."

8. By the time they'd gone home to pick up Dad's bag, they were running very late. When they got to the airport, they parked the car, grabbed their bags out of the boot and raced across to the terminal.

9. "Listen!" shouted Eddie when they were inside the terminal "They're calling our names." They ran to the check-in counter too check in their luggage and to get their boarding passes. Then they went through the securing area and rushed to the departure gate.

10. "We've been waiting for you," said the man at the departure gate crossly. The plane pulled out on to the runway "Phew!" said Dan. "Now we can relax."
11. A few hours later the plane started to land. "Good, we're almost there," said Dad. "It says here we have a short stopover on the way," said Mum. "A stopover?" said Dad. "It's only an hour," said Mum. Just enough time to stretch our legs at the airport."
12. During the stopover, Mum and Pippa went to the airport café. Eddie and Dad decided to look around the airport. "I didn't know this airport was so big," said Dad. "There are so many shops."
   "Look at the toys in this shop!" said Eddie. "And look a these   games," said Dad.
13. Back at the café, Mum and Pippa heard the boarding call for their flight. "Where are Dad and Eddie?" asked Pippa. "We'll have to go and look for

them," said Mum, looking at her watch. "I cant see them!" said Mum, "I cant see them either!" said Pippa

14. In the gift shop, Dad heard the final boarding call. "That's us!" he shouted, so loudly that everyone in the shop turned around. Pippa heard Dad, too. "Is that you, Dad" she called "Yes were in her! Yelled Eddie.

15. Mum, Dad, Eddie and Pippa raced to the boarding gate, down the ramp and on to the plane.

Story continued……………………………

LESSON 7 & 8 TRICKS WITH A KITE

Yesterday, Uncle Ken took us down to the beach for the afternoon. It was great fun because he had brought his kite with him. Uncle Ken can do some amazing tricks with it. He launched it very easily from the dry sand. A gust of wind caught the kite and it flew way out over the sea. Uncle Ken controlled the kite with two handles. Long nylon strings that are tied to the kite are would around these handles. He leaned back and pulled on one handle, and then the other. The kite did loops and circles. He could even make it come down lower and lower until it almost touched the water. Then it would shoot back up again and flap around above us. Uncle Ken wanted me to have a try. At first I felt nervous and couldn't remember what I had to do. The kite went up very fast and then it crashed down into the hard sand. Luckily it wasn't broken. After a few more tries I could control it quite well. I even managed to make it turn and dive without getting the lines tangled. Tomorrow we are going back to the beach at low tide to practise some more tricks.

LESSON 9 & 10 - PEOPLE LIKE US

1. One day, the People Next Door put an enormous sign in front of their house. The sign said For Sale. We said "Thank goodness!"

2. Sometimes the People Next Door were extremely noisy. They had a barking dog and a loud car, and they often shouted at each other. They got up very early, and they came home late at night.

3. They often honked their car horn and made the engine roar so much that it made our window s rattle.

4. Sometimes the People Next Door were untidy. They left newspapers on the front steps, and they often forgot to mow their lawn. There were cobwebs in their windows. Their gutters were full of leaves.

1. The People Next Door could be inquisitive, too. Once Mrs. Next Door leaned over the fence and stared at our vegetable garden. Once the kids Next Door climbed a tree and hung there like monkeys snooping at us.
2. Mr Next Door peered into our car and asked where we were going. So when their For Sale sign went up, we were happy. People who knew how to pickup newspapers and how to mind their own business. People Like Us.
3. The next Saturday the People Next Door mowed their lawn. They picked up the newspapers and brushed the cobwebs from their windows.
4. Soon after the real estate agent brought clients to look at the house. Father clicked his tongue. "The husband looks like the type who plays the drums in a rock band." He said. "He probably bangs them all night and that means we'll never get any sleep!"
5. Mother gasped. "The wife looks like the type who cooks strange food. She'll be boiling weird things all day. We'll never get any fresh air!"
6. We sniffed "They look like the type who have no children," we said. "They look like the type who has no children," we said "They probably hate kids, and they'll complain about us all the time.
7. The clients came out to the house next door. They pursed their lips and they shook their heads. They drove away with the real estate agent "Thank goodness!" we said.
8. The real estate agent brought another family to look at the house. Father crossed his legs "That fellow looks like the type who raises money for charity." He said. He'll always be knocking at the door, making me give something. We'll be broke."
9. Mother folded her arms. "That woman looks like the kind who sells cookware to her neighbors. She'll always be stopping me in the street, making me buy something, and we'll end up in the poor house.
10. We rolled our eyes, "Their children look like the sort who borrow toys and break them. We'll have none left." After the family looked at the house next door, they shrugged their shoulders and scratched their chins. Then they drove away with the real estate agent. "Phew!" we said.

Continue   story…………………………………

APPENDIX 3

To administer the questionnaire, the student needs to point to the face which best describes their answer. Introduce the sheet of faces with the practice questions. The faces relate to the following five responses:
- *I know I can't*
- *I think I can't*
- *I'm half and half sure*
- *I think I can*
- *I know I can*

Record the student's response to a question by ticking the appropriate box.

The Self-efficacy scales have been adapted from those designed by James W Chapman & William E Tunmer, Massey University New Zealand, 2002.

Self-efficacy scales

Name: _____ Date: _____

Pre-testing phase ❑ Post-testing phase ❑   or Review Session: _____

I'm going to ask you how you feel about some things you do when you read. It isn't a test. There are no right and wrong answers. It is just about you and what you feel. First of all for practice I'm going to ask you how sure you are about doing some every day things. Each time you can say:
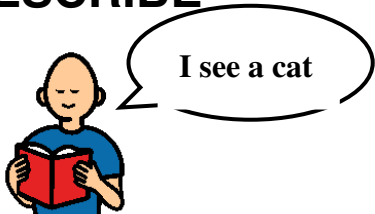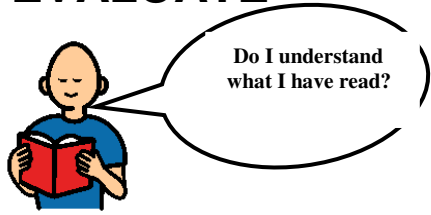
I know I can't	I think I can't	I'm half and half sure	I think I can	I know I can
❒	❒	❒	❒	❒

Let's practise with these things. How sure are you that you can drink a glass of Coke. If you know you can, point to this square (far right), if you think you can point to this square, if you are not sure either way point to this square, if you think you can't point to this square and if you know you can't, point to this square (far left).

How sure are you that you can

1	catch a ball?	❒ ❒ ❒ ❒ ❒
2	eat a cake?	❒ ❒ ❒ ❒ ❒
3	spell supercalifragilisticexpialidocious?	❒ ❒ ❒ ❒ ❒
4	ride a horse?	❒ ❒ ❒ ❒ ❒

R.I.D.E.R. BOOKMARK

READ

IMAGINE

DESCRIBE

I see a cat

EVALUATE

Do I understand
what I have read?

READ ON

R.I.D.E.R. IMAGE BOARD

Visualising task: Individual administration

John Munro

In this task we are going to be reading (or listening to) sentences and then describing the picture that you make in your mind.

Look at the first two sentences. These are part of a story. I will read them and I want you to read them to yourself with me. Then I will think about what the story might say next. I want you to think about what it might say as well.

Teacher reads the two sentences. Then the teacher describes the picture they have made in their mind: *In my mind I see a man wearing work clothes going to live in a strange town. In his bag he has toys he has made and tools for making them. He is looking around the new town. Now you have a go at making your picture. Then describe what your picture has in it.*

Now you have a go at the second sentence. The teacher then reads the next sentence to the student (or the student reads the sentence). *Now have a go at making a mind picture of it. Then describe your picture in words. Now listen to the picture I made. "He wanted to find a place to live. I can see the man looking at a house where he could live."*

Now you have a go at the third sentence. The teacher then reads the next sentence to the student (or the student reads the sentence). *Now have a go at making a mind picture of it. Then describe your picture in words.*

Now you have a go at the fourth sentence. The teacher then reads the next sentence to the student (or the student reads the sentence). *Now have a go at making a mind picture of it. Then describe your picture in words.* Now listen to how I say it. It says "After he bought a map he looked for a bus. *I can see the man buying a map and then looking in the street for a bus stop."* Write down what I have said in the space.

Practice items

Sentence read	Teacher	Teacher writes child's response
A toy maker went to live in another city. He wanted to find a place to live.	This person who makes toys moved to a new town.	
	He needed to get a house to stay.	
He needs to get to know the city.	He wants to find out where things are in the town.	
After he bought a map he looked for a bus.	First he got himself a map. Then he searched for a bus stop.	

EXCEL DOCUMENT – DATA SCORES FOR CONTROL AND INTERVENTION GROUPS

	H	I	J	K	L	M	N	O	P	Q	R	S	T
1						Not a useful score (the raw score for comparison)							
2	Earlier Intevention No=0 RR=1 Bridges=2 ERIK=3…	EMA No=0 Yes=1	Attendance No. of sessions	Visual PRE	Visual POST	TORCH raw PRE	TORCH raw POST	TORCH Score PRE	TORCH score POST	Text level PRE	Text level POST	Self-Efficacy PRE	Self Efficacy POST
3	0	0	10	14	20	4	13	17.8	38.2	28	28	25.5	28
4	0	0	10	15	22	4	15	17.8	42.3	28	28	29	29
5	0	0	10	8	15	4	12	17.8	36.4	28	28	32.5	32.5
6	0	1	10	12	17	5	11	20.1	34.6	28	28	23	17
7	0	0	10	15	13	8	7	25.9	27.4	28	28	19.5	28
8	0	0	10	12	13	8	4	25.9	21	28	28	15.5	21
9	0	0	10	12	12	8	8	25.9	29.2	28	28	31	29.5
10	.	.											