

Explicitly teaching visualising through the R.I.D.E.R strategy to Year 4 students who can accurately decode text but experience difficulties with comprehension, improves their oral retell and reading comprehension of fiction text.

ABSTRACT

Reading comprehension continues to be a challenge for students in the middle years of their primary schooling. These students have learned to accurately decode text; however, reading comprehension continues to be a challenge for many students. A possible cause is that the teaching of reading in the early years of schooling has targeted and focused on decoding and moving students through text levels and has neglected to explicitly teach comprehending strategies. Research findings state that teaching students the strategy of ‘visualising or visual imagery’ can improve their oral retell and reading comprehension.

The hypothesis of this study is that explicitly teaching visualising through the R.I.D.E.R strategy to Year 4 students who can accurately decode text but experience difficulties with comprehension, improves their oral retell and reading comprehension of fiction text.

The participants in this study were Year 4 students who had completed Reading Recovery in early primary but continued to display reading comprehension difficulties in later years. Four underperforming students with comprehension, were taught to visualise and retell as part of the R.I.D.E.R strategy with the support of cue cards while using narrative text. Two groups of students from two different Year 4 classes were involved in this study. The instruction was conducted with four students in a Teaching group over a series of ten intensive lessons and their comprehension performance was compared with a matched Control group of four students.

The students taught to visualise achieved higher visualising, oral retell and comprehension outcomes than the matched control group.

These results have direct implications for teaching students who have reading comprehension difficulties in the middle years of primary schooling and that student’s comprehension ability is monitored and explicitly taught throughout the teaching of reading from the early years.

The results support the hypothesis, and reinforce that teaching visualising through the use of the R.I.D.E.R strategy is successful and should be taught explicitly to improve students reading comprehension ability.

INTRODUCTION

An increasing number of students in the middle level of their primary years of schooling have acquired the ability to decode text quite accurately but experience difficulties with reading comprehension. They have learned to read age appropriate text fluently with a successful rate of accuracy at the word level. However, they lack an understanding of what has been read. Meaning is lost as the students focus predominantly on individual words rather than at the sentence and paragraph level. This loss of understanding impacts and leads to the students becoming increasingly reluctant, frustrated and disengaged with reading. They also experience difficulties accessing content gained through reading in other areas of learning. An underlying problem has been the emphasis on decoding with a focus on reaching benchmarks in text levels in the early years of schooling and less emphasis on teaching comprehension.

Reading comprehension is vital and one of the most challenging skills to develop for students. Mastropieri and Scruggs (1997) claim that deficits in reading comprehension include not only having problems in remembering facts and details of text but also in interpreting and making inferences about the content. As students move through into the middle years of schooling reading comprehension demands increase as they are exposed to more complex texts.

Research shows that there needs to be a greater emphasis on explicit instruction in reading strategies to increase students reading comprehension. Harvey and Goudvis (2000) believe that the goal of comprehension is constructing meaning and that readers not only think about what they read but also what they are learning. They continue to suggest that a reader will build a store of knowledge as they construct meaning from reading. Therefore, students need to be taught strategies to better understand text and become more thoughtful and active readers. “Good readers are active and use a variety of strategies as they read” (Keene and Zimmermann 1997 cited in Tabatha Dobson Scharlach, 2003, p.21). The main purpose for reading is gaining understanding. Harvey and Goudvis (2000) state that researcher Durkin (1979) observed classroom comprehension instruction as merely completing worksheets with questions after reading text. In this case teachers were purely assessing student’s literal understanding instead of teaching them specific strategies to better comprehend what is read (Durkin 1979, cited in Harvey and Goudvis 2000).

Harvey and Goudvis (2000) continue to claim that research in reading comprehension made a shift in the 1980’s when researchers identified and investigated the reading strategies that proficient readers engaged in to understand what they read. Keene and Zimmermann (1997) identified one such strategy that proficient readers used was to visualise and create images while reading in order to better understand what they read (Keene and Zimmermann 1997 cited in Harvey and Goudvis 2000).

Students, who focus totally on decoding words, find comprehending text a difficult and frustrating task. They are unable to make any connections and therefore lose the meaning of what they are reading. Visualisation is an important strategy taught to these students

experiencing difficulties in reading comprehension. Harvey and Goudvis (2000) define visualisation as “creating pictures in our minds that belong to us and no one else. Visualising personalises reading and keeps us engaged...” (p.97). Mills (2009) supports this idea by stating that competent readers create mental images before, during and after reading to aid their comprehension. The strategy of visualising utilises the minds capacity to imagine what is contained in the words within a text. Students need to be taught to recall ideas in a visual way in appropriate reading contexts (Pressley 2001 cited in Mills 2009).

Hibbing and Rankin-Erickson (2003) observed that it is a natural process for proficient readers to create images in their heads as they read. They continue to suggest that successful readers make connections between verbal and non-verbal coding systems allowing them to create images when they hear words. If the connections between words and images are not made, comprehension ability is at risk. This is particularly applicable to students who can read words in text fluently but lack the ability to create mental images related to the text resulting in difficulties with comprehension.

Research on mental imagery found that students will comprehend text when they are prompted or taught to use mental imagery. This is further supported by (Gambrell, 1981, Gambrell and Bales, 1986, Pressley, 1976, Sadoski, 1983, cited in Hibbing and Rankin-Erikson, 2003) when they state children experience greater recall and have enhanced ability to draw inferences and make predictions when they are taught to generate mental images as they read. Hence, visualising is a major action in the reading process and readers truly understand the text when they are able to think about it in terms of pictures. Hibbing and Rankin-Erickson (2003) emphasise that students who can create their own images in their minds as they read increases their ability to understand what they read. “A picture truly is worth a thousand words for students who struggle with reading comprehension (Hibbing and Rankin- Erickson, 2003, p.758).

Through the research studies of Pressley (1976) it was demonstrated that fourth grade children recalled more from a story they read when given an imagery strategy. The participants were asked to draw cartoons illustrating passages of prose. In the study he discovered that the students who were given major explicit practice in drawing images of passages read were successful and effectively able to recall what was read as opposed to those students who were not given explicit practice in the imagery strategy. Therefore, students with comprehension difficulties can be taught to construct images in their heads that will allow them to link verbal and image information more productively into their working memory. Hence, as the student reads the words, their thoughts comprising the information produce images in their minds representing ideas that need to be comprehended. Munro (Date Unknown) supports this research that the images give us a context for linking ideas; this also helps us retain ideas in short term memory. If this does not occur the text will not make sense. This is backed up by Woolley (2007), he states that difficulties with comprehension occur because the readers use inefficient memory strategies and do not usually visualise story content.

Manning (2002) claims that students who are good decoders see reading as a race or an activity to complete quickly. Therefore, they need to be taught to slow down while reading in order to create pictures in their heads. She continues to suggest that the strategy of visualising is vital for comprehending any text. A reading comprehension action that can move students from decoding to meaningful comprehension and have a metacognitive approach to text is the R.I.D.E.R strategy devised by Clark, Deshler, Schumaker, Alley and Warner (1984). This visual imagery strategy requires students to proceed through five stages as they read a passage and create visual images combined with oral expression from content in the text. The stages are as follows:

Read Read the first sentence

Image Make an image/picture in your head

Describe Describe your image to someone else

Evaluate Evaluate your image to check if it matches the text

Repeat Repeat steps 1-4

From the results conducted in their study on visual imagery through the use of the R.I.D.E.R strategy, it clearly demonstrated that the under achieving students when directed and prompted to form visual images while reading resulted in improved comprehension. This improved performance was a direct result of the strategy being explicitly taught (Clark, Deshler, Schumaker, Alley and Warner 1984).

Further research conducted by Reid and Lieneman (2006) suggests that effective strategy teaching needs to be scaffolded gradually. The instructor firstly needs to model the strategy, followed by cueing the students in using the strategy finally resulting in the students becoming independent and fluent users of the strategy. (Reid and Lieneman, 2006 as cited in Hagaman, Lushen and Reid, 2010). They also explain that the students need to understand why the steps in a strategy are important and that it is not about knowing how to do each step by rote. This way the students will be able to apply the strategy automatically in their own reading situations without teacher assistance. Bishop, Reyes, Pflaum (2006), support the notion of teacher modelling and explicit teaching of reading strategies in order to guide students through the process. They state, “Teachers actually tell their students ‘act out’ or make more explicit what they are thinking as they read.” (p.67)

Munro (2011) claims that teachers need to develop the idea that there are ‘reading actions’ or strategies readers can use when they read and that these actions can help them when they read in order to understand text. Students need to learn to value the use of the strategies as it will result in enhanced comprehension knowledge. Students experiencing difficulties with comprehension need to be taught actions that they will automatically and independently use in a systematic way in their heads as they read. Visualising is one such action or strategy. Munro states that “teaching visualising ‘while reading’ will assist the student’s

comprehension and will improve their oral expression” (Munro, 2011 p. 107). Bell (1991) also supports that there is a strong link between visualising and verbalising and even though the sessions in her research on gestalt imagery stimulation were focussed on stimulating visualisation, expressive language was influenced. Individuals verbalised better as they visualised and as a result their oral language was more descriptive, organised and relevant. This led to improved reading comprehension, verbal expression and thinking skills.

The present investigation aims to examine the effect of explicitly teaching visualisation through the R.I.D.E.R strategy improves reading comprehension and oral retell. Mills (2009) believes that retelling is not just recalling a list of events but that it involves selecting most appropriate ideas and making personal connections in a logical sequence. The R.I.D.E.R approach provides the students the opportunity to share verbal responses as they describe the images they have visualised. The students used in this study are good decoders and able to read age appropriate level text but have difficulty with reading comprehension and an inability to retell the text in their own words. They do not demonstrate having any comprehension strategy as part of their reading practice. A particular focus for this study is to increase the student’s ability to process the content of text by recalling and retelling what they read in their own words through the strategy of visualisation. The independent variable for this study is the ability to visualise by using and understanding the R.I.D.E.R strategy. The dependent variable is improvement in overall comprehension and oral retell.

The hypothesis is that: explicitly teaching visualising through the R.I.D.E.R strategy to Year 4 students who can accurately decode text but experience difficulties with comprehension, improves their oral retell and reading comprehension of fiction text.

METHOD

Design

This is a naturalistic study set in the context of a “real” school using a case study OXO (Assess, Teach Assess) design. The gains in oral retell and comprehension following explicitly teaching visualising through the use of the R.I.D.E.R strategy will be monitored for a group of Year Four students who are displaying difficulties in comprehension. The study compares two groups of students, a Teaching group of four students and a matched Control group of four students.

Participants

All the students chosen to participate in this study are currently in Year 4 at a Catholic Primary School set in the Northern suburbs of Melbourne. The school has an enrolment of approximately 530 students with three straight classes throughout each year level. Eight students were chosen to participate in the study, with four students being in the Teaching group from one class and four students being in the Control group from another class. The students were selected by their respective classroom teachers. They were identified as a group who were able to accurately decode age appropriate text when reading but had experienced difficulty with comprehension. The students were chosen in conjunction with the classroom

teachers after a discussion was held using the students' pre testing data conducted at the beginning of the school year. The two groups had students with similar results so that they could be matched as closely as possible. Table 1 presents a brief description of the students' Literacy profile data (February 2011) used to base upon as selection for the study.

Table 1 Literacy Profile Data (February 2011)

Name	Burt Word	Peter's Dictation No.3	PROBE	CARS & STARS
A	54 out of 110 words Reading Age-8.09-9.03yrs.	53 out of 100 words Wrote many high frequency words accurately, had difficulties with doubling, contractions. Invented words	Set 3 Reading Age-6-7 years. Had difficulties with literal and inferential, comprehension. Also understanding vocabulary.	Level C- Year 3- 4 level Scoring below 50% for each of the first 5 lessons Main difficulties with Finding Main Idea, Finding Word Meaning in Context,
B	57 out of 110 words Reading Age-9.05-9.11yrs.	60 out of 100 words Wrote many high frequency words accurately, had difficulties with doubling, contractions. Omission of letters.	Set 4 Reading Age-6.5-7.5 years. Had difficulties with literal and inferential, comprehension. Also understanding vocabulary.	Level C- Year 3- 4 level Scoring below 50% for each of the first 5 lessons Main difficulties with Finding Main Idea, Finding Word Meaning in Context, Understand Sequence.
C	56 out of 110 words Reading Age-8.11-9.05yrs.	63 out of 100 words Wrote many high frequency words accurately, had difficulties with doubling, contractions.	Set 4 Reading Age-6.5-7.5 years. Had difficulties with literal and inferential, comprehension. Also understanding vocabulary.	Level C- Year 3- 4 level Scoring below 50% for each of the first 5 lessons Main difficulties with Finding Main Idea, Finding Word Meaning in Context, Understand Sequence
D	57 out of 110 words Reading Age-9.05-9.11yrs.	59 out of 100 words Wrote many high frequency words accurately, had difficulties with doubling, contractions. Invented words. Omission of letters.	Set 3 Reading Age-6-7 years. Had difficulties with literal and inferential, comprehension. Also understanding vocabulary.	Level C- Year 3- 4 level Scoring below 50% for each of the first 5 lessons Main difficulties with Finding Main Idea, Finding Word Meaning in Context,
E	60 out of 110 words Reading Age-9.06-10.00yrs.	62 out of 100 words Wrote many high frequency words accurately, had difficulties with doubling, contractions. Omission of letters.	Set 4 Reading Age-6.5-7.5 years. Had difficulties with literal and inferential, comprehension. Also understanding vocabulary.	Level C- Year 3- 4 level Scoring below 50% for each of the first 5 lessons Main difficulties with Finding Main Idea, Finding Word Meaning in Context, Understand Sequence
F	57 out of 110 words Reading Age-9.05-9.11yrs.	65 out of 100 words Wrote many high frequency words accurately, had difficulties with doubling, contractions. Invented words	Set 3 Reading Age-6-7 years. Had difficulties with literal and inferential, comprehension. Also understanding vocabulary.	Level C- Year 3- 4 level Scoring below 50% for each of the first 5 lessons Main difficulties with Finding Main Idea, Finding Word Meaning in Context,
G	54 out of 110 words Reading Age-8.09-9.03yrs.	59 out of 100 words Wrote many high frequency words accurately, had difficulties with doubling, contractions. Omissions of letters.	Set 3 Reading Age-6-7 years. Had difficulties with literal and inferential, comprehension. Also understanding vocabulary.	Level C- Year 3- 4 level Scoring below 50% for each of the first 5 lessons Main difficulties with Finding Main Idea, Finding Word Meaning in Context,
H	59 out of 110 words Reading Age-9.04-9.10yrs.	55 out of 100 words Wrote many high frequency words accurately, had difficulties with doubling, contractions.	Set 3 Reading Age-6-7 years. Had difficulties with literal and inferential, comprehension. Also understanding vocabulary.	Level C- Year 3- 4 level Scoring below 50% for each of the first 5 lessons Main difficulties with Finding Main Idea, Finding Word Meaning in Context,

All eight of the students had received Reading Recovery in Year One to assist them with their decoding skills and were discontinued at a Level 18+. However, all of the students currently display difficulties with reading comprehension. The ages of the students range from 113-124 months. None of the students qualified for LNSLN funding nor did any of the families receive EMA benefits. All eight students come from English speaking backgrounds. Students A, B, C, and D make up the Teaching group and students E, F, G, and H make up the Control group. Table 2 contains the relevant information about each student in the study. (See Appendix 1 for the complete table on all the participants and their data)

Table 2 Participants

Name	Control = 0 Teaching=1	Age in MONTHS	Gender 0=Male 1=Female	Years of Schooling	ESL No=0 Yes=1	LNSLN funding 0=SLD 1=ID 2=Asp	Earlier Intervention No=0 RR=1 Bridges=2 ERIK=3...	EMA No=0 Yes=1
A	1	114	1	5	0	No	1	0
B	1	115	1	5	0	No	1	0
C	1	123	0	5	0	No	1	0
D	1	124	0	5	0	No	1	0
E	0	123	1	5	0	No	1	0
F	0	119	1	5	0	No	1	0
G	0	123	1	5	0	No	1	0
H	0	113	0	5	0	No	1	0

Materials

Materials used in the Pre and Post-tests include the following:

1. Visualising Task: Group administration Student Worksheet and scoring sheet devised by J Munro (2005). During this task the students read sentences, make a picture in their mind and describe that picture in words by writing a sentence on their own. This test assesses the student's ability to visualise sentences.
2. Reading comprehension tasks: The Neale Analysis of Reading Ability, 3rd Edition (Neale 1999). Forms 1 and 2 were used for the pre and post assessment and for standardising results. Individually administered. For this assessment the students read passages aloud, the teacher monitors accuracy, reading rate and tests for oral reading comprehension against set questions. This test was chosen because of accessibility as it was readily available at the school. (It is to be noted that more rigorous results could have been gained by using for example the TORCH test of comprehension, but this was not available at the school).
3. Comprehension task: Spontaneous and Cued Retell task: Individual administration- adapted from J Munro (2011) by Nella Fimiani-see Appendix 2. The students' comprehension is assessed by asking them to retell after reading the text **Big Ned and the Dam** by Nigel Croser, (It must be an unseen text.) Two conditions under which to test; Spontaneous retelling: students retell a text they have read in their own words without prompts. This presents an indication of how students retain the ideas read. Cued retelling; directly following the spontaneous retelling, directed questioning is used to establish other ideas, (including inferential comprehension) the student has obtained from the reading. Refer to Appendix 2.
4. Reading aloud text used for taking a running record of prose reading and retell task: **Big Ned and the Dam** by Nigel Croser, Era Publications. Australia. This task tested for accuracy at an independent level (as this would assist in determining the level of texts to use in the teaching sessions) and self-correction rate. A video tape recording was taken on each child for the read aloud and retelling task.
5. FRY Readability Scale: This was used to determine the readability level of the text chosen for the Reading accuracy and retelling tasks, also texts used in teaching lessons.

Materials used for the lessons:

1. **The Lion, the Witch and the Wardrobe** by C.S Lewis (see Lesson 1)
2. **The Chronicles of Narnia-The Lion, the Witch and the Wardrobe**-DVD by Walt Disney Pictures(see Lesson 1)
3. 10 detailed Lesson Plans adapted by Nella Fimiani from Project 282-see Appendix 3
4. Narrative texts used in lessons1-10: The texts were assessed for their readability level. Five texts were chosen from available series in the school, pictures covered. Titles, Text Type, Fry's Readability Level, Series-see Appendix 4
5. R.I.D.E.R prompt poster used in lessons-see Appendix 5
6. R.I.D.E.R cue cards used in lessons-see Appendix 6
7. R.I.D.E.R image recording boxes sheet used in lessons-see Appendix 7

Procedure

The tasks at pre and post-test were administered to all students in the following order:

- The Visualising Task: Group administration on 8/8/2011-(pre-test) and on 5/9/2011-(post-test). All eight students were taken to a quiet learning space to complete this test as a group, with students seated apart from each other. The test was administered and scored according to the scoring system in the guidelines.
- The Reading Comprehension tasks: Individual administration on 9/8/2011-(pre-test) and on 6/9/2011-(post-test). The Neale Analysis of Reading Ability was conducted in a withdrawn setting. The test was administered and scored according to the manual.
- The Read Aloud with a running record analysis of prose reading and Spontaneous and Cued Retell assessment task: Individual administration on 10/8/2011-(pre-test) and on 7/9/2011-(post-test). This task was conducted in a small meeting room with a video recorder. The text was unseen and only the title was given to the student. Each idea had a corresponding score; 1 point was given to each main idea. There were 22 literal ideas and 6 inferential ideas.

The results of the above tasks were collated and recorded see Table 3. (See Appendix 1 for the complete table on the data for each participant). Prior to any of the testing, parents of all participating students were required to give written permission for their child taking part in this study. Following the pre-test, the teaching sessions were conducted over a three week period between 15/8/2011-31/8/2011; there were ten lessons each with a duration time of 40 minutes. The lessons were taken with only the four participants nominated as the “Teaching Group” in a withdrawal setting each morning between 9.20am-10.00am; this is the time when the students would normally be participating in their reading program. The participants nominated as the “Control group” continued to work in the literacy block as per their daily program in the classroom.

Each lesson was carried out in a structured and similar manner using a specific model of teaching developed by Collins, Brown and Newman (1989). This model of instruction moved from the teacher responsibility of modelling the actual strategy of visualising by using the R.I.D.E.R strategy especially at the “before reading” stage and practised with the students during the first 4 lessons. Students will get actively involved in each step of the strategy with high teacher support and students sharing their descriptions of their visual images. They will check their descriptions for accuracy with each other, mainly at the “while reading” stage through to coaching by guiding the students on how to use the strategy by using prompts and cue cards and providing scaffolding and assisting the students on recalling the steps of R.I.D.E.R. The cues are slowly faded out from lesson 5-10 as the students become increasingly competent in using the strategy independently. A gradual release of responsibility shifts to the student. The responsibility of the student is emphasised towards the end of each lesson at the “after reading” stage, where the student articulates the R.I.D.E.R strategy and what they have learned to do by using this strategy. Students reflect on their learning and explain when they can use the visualising strategy back in their own classroom or reading at home.

At the “before reading” stage of each lesson it is important to review strategies and knowledge from the previous lesson. At the “while reading” stage, teacher and students are actively engaged in practising explicitly the R.I.D.E.R strategy. At the “after reading” stage, students will take turns to spontaneously retell the text for each lesson.

Students will also conclude with a review of what they have learned and the value it has in helping them to read with understanding. This phase is very important as it contributes to students’ self-efficacy and their perceptions of themselves as independent learners. Detailed lesson plans are in Appendix 3.

All students participated in post testing once the series of ten lessons had been completed for the Teaching group.

In both the Teaching and Control groups the Visualising task was used to assess whether students visual images and their ability to scribe them in their own words had improved including more detail. The student’s sentences were analysed to check whether they used synonyms or reordered the words in the text.

The Neale Analysis of Reading Ability was readministered to ascertain an increase in the student’s comprehension, accuracy and reading rate.

The Spontaneous and Cued Retell test was used to determine whether there was an increase in items recalled, demonstrating an improvement in students’ literal and inferential comprehension. A running record analysis of prose reading was also taken to compare accuracy and self-correction rate from the pre-test. Also to analyse the student’s self-corrections to determine if meaning was maintained.

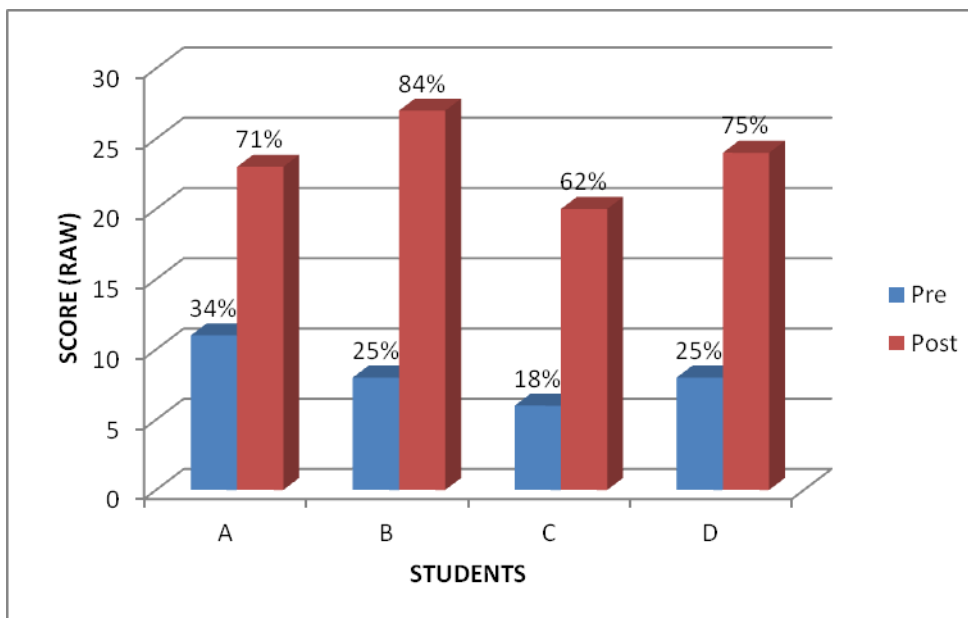
RESULTS

Table 3 Results of Pre and Post Testing for all Participants

Name	Control =0 Teaching=1	Attend No. of session	Visualisation PRE	Visualisation POST	Neale Accuracy PRE	Neale Accuracy POST	Neale Comp raw PRE	Neale Comp raw POST	Neale Rate raw PRE	Neale Rate raw POST	Spontaneous Retell PRE	Spontaneous Retell POST	Cued Retell PRE	Cued Retell POST
A	1	10	11	23	39	43	11	18	50	39	4	16	10	2
B	1	10	8	27	47	48	13	19	111	89	5	20	9	2
C	1	10	6	20	43	48	13	18	54	48	7	21	8	4
D	1	10	8	24	43	47	13	19	68	51	5	18	10	5
E	0	0	10	14	46	45	11	11	111	96	7	7	8	9
F	0	0	16	18	48	47	8	10	113	99	7	9	6	6
G	0	0	9	14	45	39	13	13	62	52	4	6	9	8
H	0	0	7	10	43	45	10	11	53	47	5	5	5	6

Results indicate a support for the hypothesis that explicitly teaching visualising through the R.I.D.E.R strategy to Year 4 students who can accurately decode text but experience difficulties with comprehension, improves their oral retell and reading comprehension of fiction text. All students from both the Teaching and Control group demonstrated an improvement in most areas of testing, however, there were far greater gains made by the students in the Teaching group as presented in Table 3. All students from the Teaching group attended each of the teaching sessions.

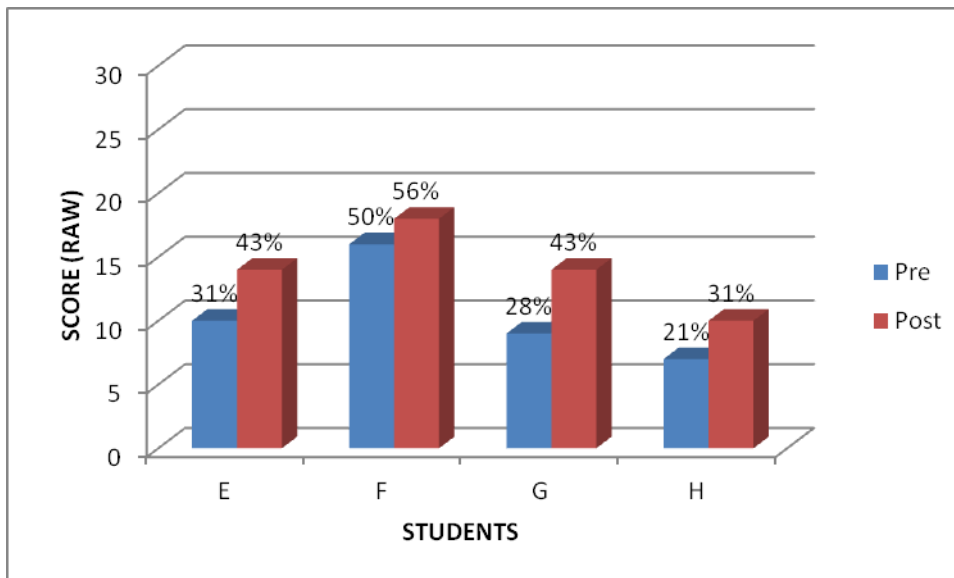
Graph 1 Visualisation Task / Teaching Group



Post testing results of the Visualising Task for the Teaching group indicate that all four students received an increase over 30% gains in the score as presented in Graph 1.

The largest gains in the Teaching group were made by student B with a 59% increase and D with a 50% increase. Trends for the group indicate that all students are better able to visualise when reading text, therefore supporting the prediction of this study.

Graph 2 Visualisation Task / Control Group



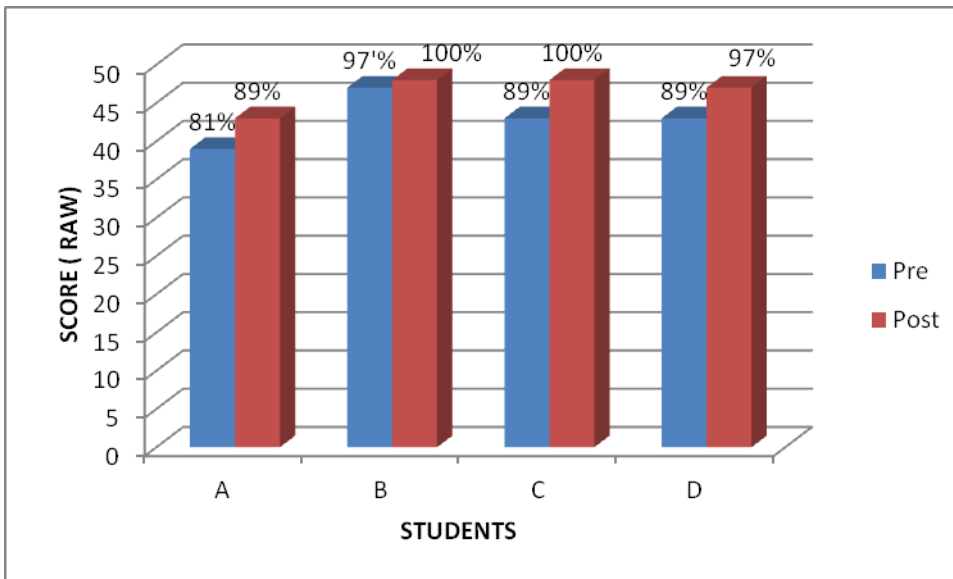
In the Control group as presented in Graph 2 the students made minimal gains from the pre-test to the post test ranging between increases of 6% to 15%. Even though there was some improvement in the scoring for these students, there was very little improvement in their ability to visualise when reading text.

Table 4 Summary Neale Analysis Indicating Reading Age/ Teaching Group

Name	Accuracy Raw Score		Reading Age		Comprehension Raw Score		Reading Age		Rate Raw Score		Reading Age	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
A	39	43	7.11	8.3	11	18	7.3	8.7	50	39	7.11	7.4
B	47	48	8.6	8.8	13	19	7.7	8.9	111	89	13	11.3
C	43	48	8.3	8.5	13	18	7.7	8.7	54	48	8.3	7.10
D	43	47	8.3	8.7	13	19	7.7	8.9	68	51	9.6	8.1

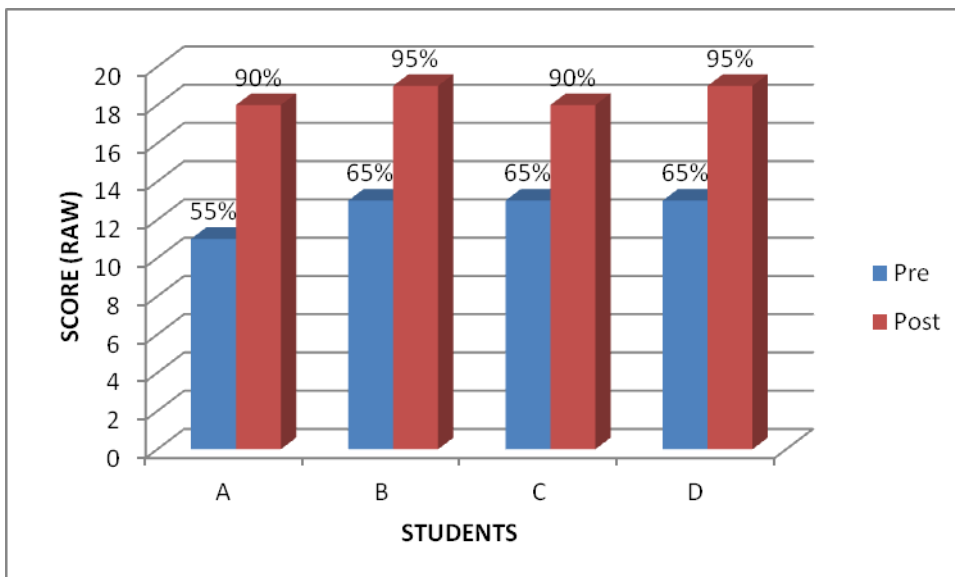
The student's results as presented in Table 4 on the Neale Analysis Indicating Reading Age from the Teaching group shows an improvement from the pre-test in their accuracy with an increase in the reading age by an average of four months. For comprehension, their reading age increased by an average of one year and one month. The reading age in the student's reading rate decreased by an average of one year.

Graph 3 Neale Accuracy / Teaching Group



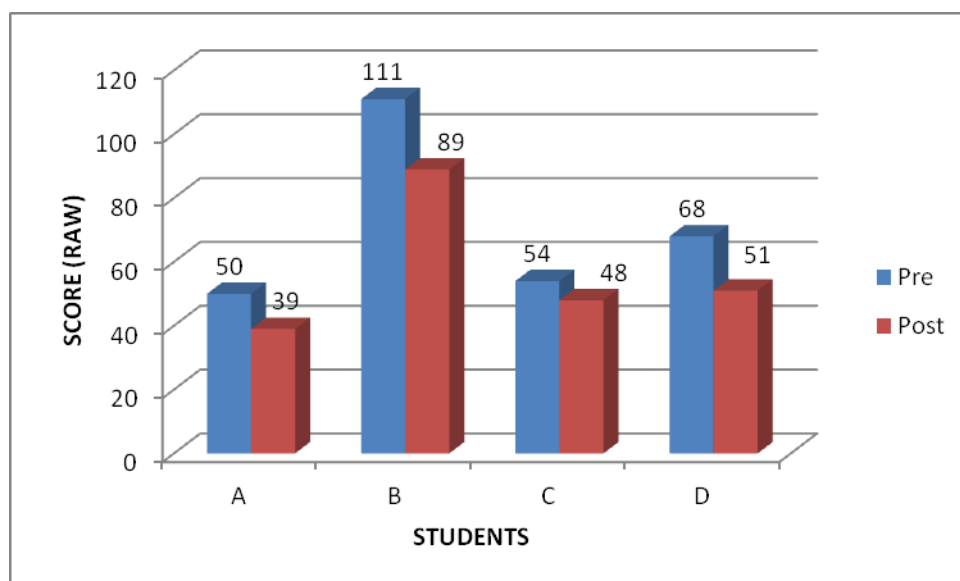
As indicated above in Graph 3, the average on the Teaching group's accuracy from the Neale's at pre-test was 89% and at post-test was 96.5%. An increase of 7.5% was noted. Student C made the greatest gain with an 11% increase. Student B showed the least improvement with 3% increase.

Graph 4 Neale Comprehension / Teaching Group



All students from the Teaching group made gains in the Neale comprehension test by an average of 30% as represented in Graph 4. Student A displayed the greatest improved by 35% at post-test. Student C showed the least improvement with 25% increase. Overall, the trend for this group supports the prediction that comprehension will improve with explicitly teaching visualising through the R.I.D.E.R strategy.

Graph 5 Neale Reading Rate/ Teaching Group



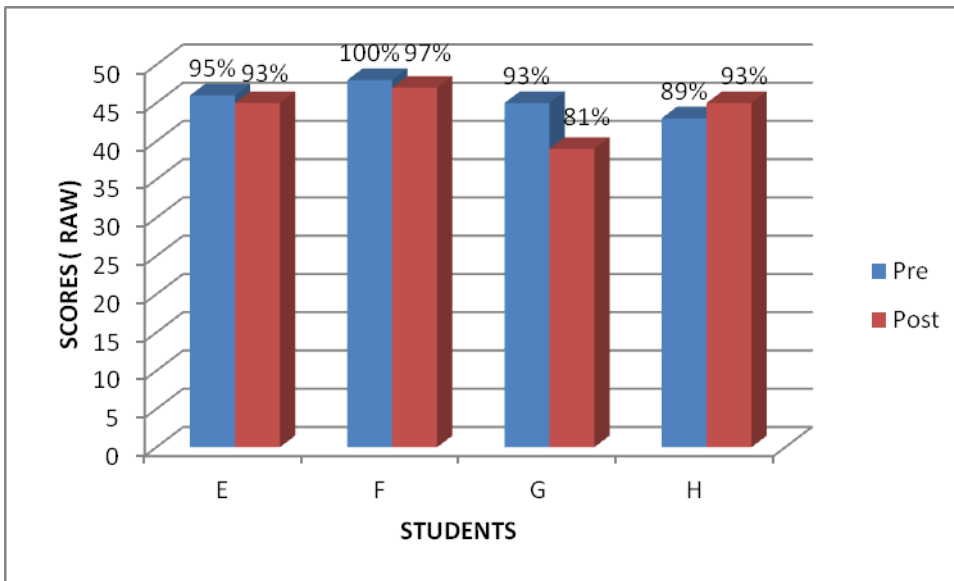
As indicated above in Graph 5, the average reading rate on the Neale test for the Teaching group at pre-test was 70.75 seconds. A decrease in reading rate was noted at post-test with an average at 56.75 seconds, an average decline of 14 seconds for this group. Student B’s reading rate having the greatest decline of 22 seconds and Student C having the least decline of 6 seconds.

Table 5 Summary Neale Analysis Indicating Reading Age/ Control Group

Name	Accuracy Raw Score		Reading Age		Comprehension Raw Score		Reading Age		Rate Raw Score		Reading Age	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
E	46	45	8.6	8.5	11	11	7.3	7.5	111	96	13	12.3
F	48	47	8.7	8.7	8	11	6.9	7.5	113	99	13	12.8
G	45	39	8.5	8	13	13	7.7	7.9	62	52	9	8.2
H	43	45	8.3	8.5	10	11	7.1	7.5	53	47	8.2	7.10

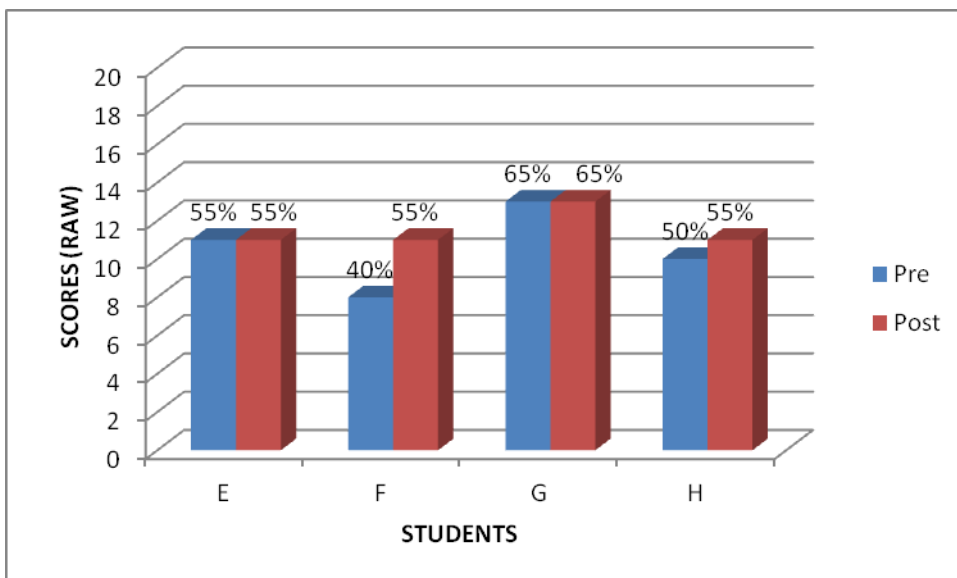
The student’s results as presented in Table 5 on the Neale Analysis Indicating Reading Age from the Control group demonstrates a decrease from the pre-test in their accuracy in the reading age by an average of one month. For comprehension minimal increase was noted in the student’s reading age with gains by an average of three weeks. The reading age in the student’s reading rate decreased by an average of seven months.

Graph 6 Neale Accuracy / Control Group



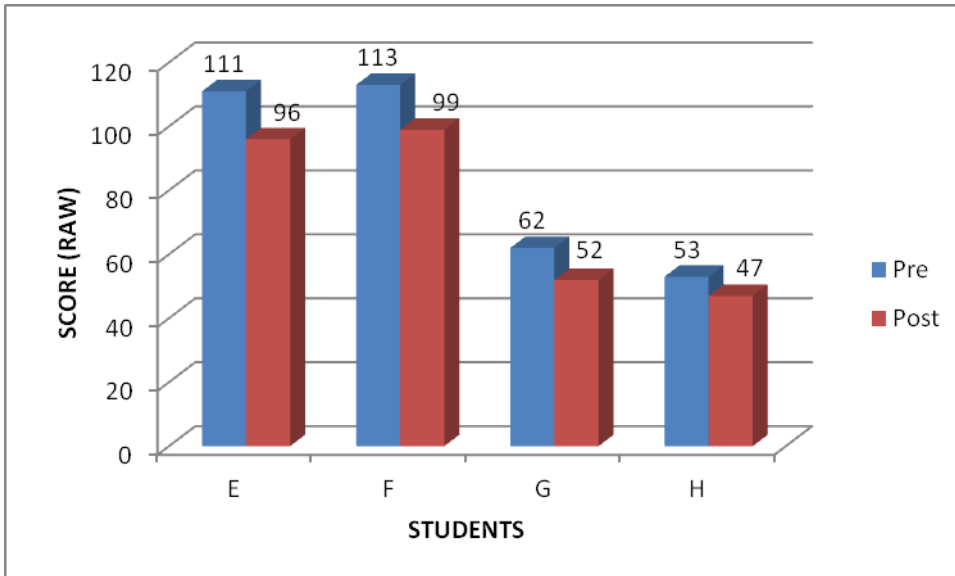
As indicated above in Graph 6, the average on the Control group's accuracy from the Neale's at pre-test was 94.25% and at post-test was 91%. A decrease of 3.25% was noted. Student H was the only participant from this group to demonstrate an increase in reading accuracy at post-test with a gain of 4%.

Graph 7 Neale Comprehension /Control Group



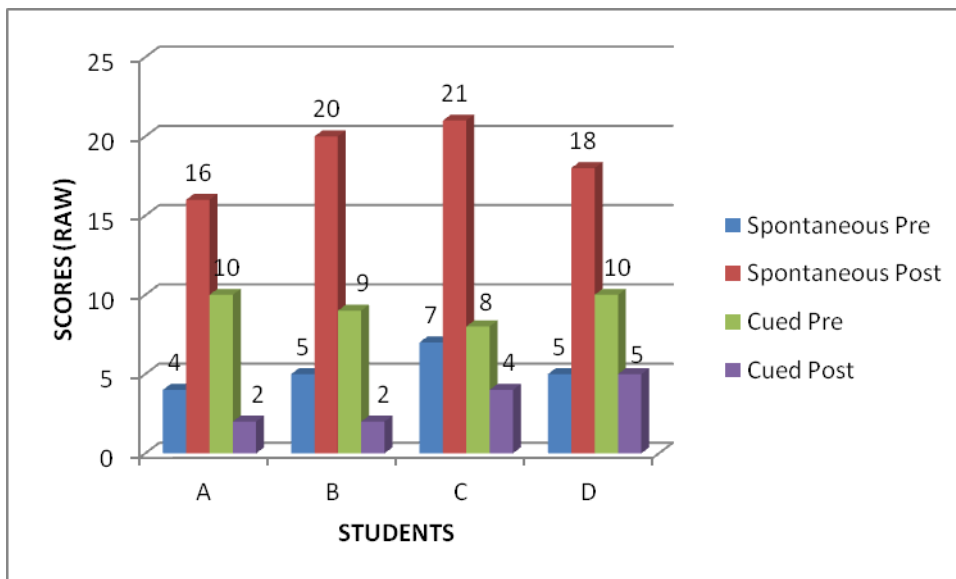
It appears during post testing that the students in the Control group had not made much progress, with an average improvement made by the group of 5% as indicated in Graph 7. Student F showed the greatest gain with 15% increase. Students E and G made no gains.

Graph 8 Neale Reading Rate/ Control Group



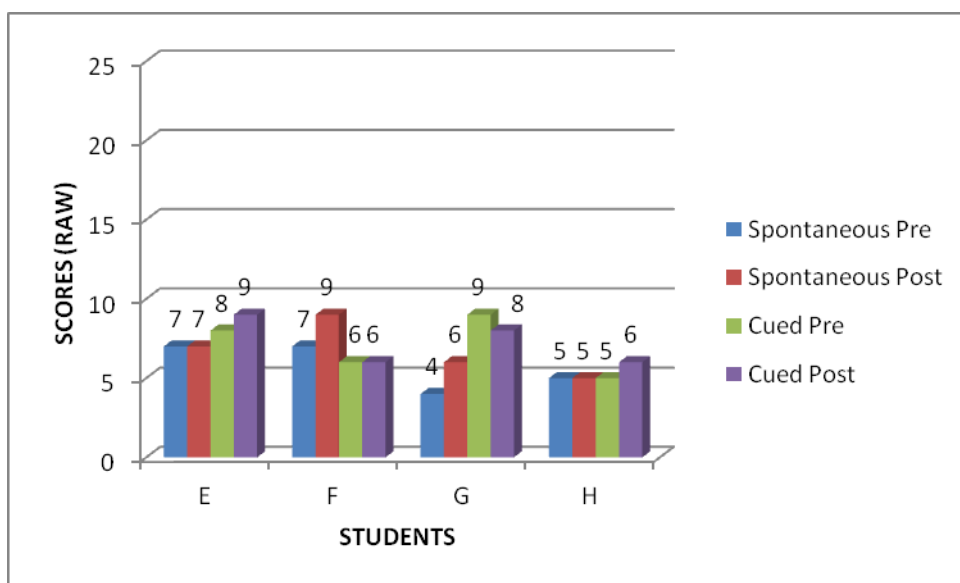
As indicated above in Graph 8, the average reading rate on the Neale test for the Control group at pre-test was 84.75 seconds. A decrease in reading rate was noted at post-test with an average at 73.5 seconds, an average decline of 11.25 seconds for this group.

Graph 9 Spontaneous and Cued Retell/ Teaching Group



The results in Graph 9 indicate that all four students improved their spontaneous retell at post- test by an average raw score of 13.5 points gained from their raw score at pre-test. Student B made the greatest gain by 15 points in their raw score from pre-test to post test. The group trend supports the prediction that the students’ oral retell improves with the explicit teaching of visualising through the R.I.D.E.R strategy. On the other hand all four students demonstrated a decline in their cued retell, with an average drop by the group in the raw score of 6 points. Student A indicated the greatest decrease in their raw score by 8 points.

Graph 10 Spontaneous and Cued Retell Control Group



As indicated in Graph 10 above, all four students barely improved their spontaneous retell or made no gains at all at post- test with an average raw score of 1 point gained from their raw score at pre-test. Student F and G were the only two students to make any gains being by 2 points in their raw score from pre-test to post test. On the other hand the group as a whole demonstrated a very slight increase in their cued retell, with an average gain in the raw score of 0.25 points. Students E and H indicated an increase in their raw score by 1 point.

Table 6 Summary of Running Record Analysis Taken from Prose Reading

Name	Text Level		Accuracy Percentage		Error Rate		Self-Correction Rate	
	Pre	Post	Pre	Pre	Post	Post	Pre	Post
A=Teach	25	25	95%	97%	1:20	1:35	1:9	1:4
B=Teach	25	25	96%	98%	1:25	1:50	1:4	1:2
C=Teach	25	25	96%	98%	1:29	1:52	1:8	1:4
D=Teach	25	25	95%	98%	1:20	1:48	1:9	1:5
E=Contr	25	25	97%	98%	1:36	1:49	1:5	1:4
F=Contr	25	25	98%	98%	1:48	1:50	1:11	1:8
G=Contr	25	25	97%	97%	1:43	1:43	1:7	1:7
H=Contr	25	25	96%	96%	1:25	1:26	1:6	1:8

The results in Table 6 indicate the participant's performance on their prose reading from their reading aloud of the text, **Big Ned and the Dam** by Nigel Croser at pre and post testing. Students from both the Teaching and Control group read the text independently at Level 25 with an average percentage in their accuracy being 96.25% at pre-test and 97.5% at post-test. In fact trends for both groups indicated that all the participants as a whole increased by an average of 1.25%. However, students from the Teaching group gained an average in percentage on their accuracy by 2.25%, with only a 0.25% average percentage in accuracy noted by the Control group, noting a difference of 2%.

The table also indicates an improvement in the student's error rate from pre to post- test, with the students from the Teaching Group showing an average improvement of 0.23. Students from the Control group demonstrated minimal improvement with an average increase of 0.04. The self-correction rate data indicates that the students from the Teaching group all made an overall average improvement to be at a 1:3 self-correction rate in the post-test, from being at an average of 1:7 at pre-test. The Control group averaged a self-correction rate of 1:4 at pre-test and 1:6.at post-test. A difference of 0.3 was noted between the two groups.

DISCUSSION

The results taken from this research study support the hypothesis that explicitly teaching visualising through the R.I.D.E.R strategy to Year 4 students who can accurately decode text but experience difficulties with comprehension, improves their oral retell and reading comprehension of fiction text. The study indicates that with such intervention on teaching visualisation, readers are able to visualise and consequently comprehend, recall more and are more motivated to read. All the students in the Teaching group made positive gains in the reading comprehension as assessed in the Neale post testing data and oral retell task as assessed in the Spontaneous and Cued retell post-test. In fact the students spontaneous retell increased by an average of 13.5 points while the cued retell declined by an average of 6 points indicating that the student's independent use of the strategy of visualising had increased allowing them to retain more information and provide more ideas from the text spontaneously and not rely on the cued questions by the teacher. It is evident through these results that the students in the Teaching group used the strategy of visualising while reading. This is also supported through the Visualising Task which showed gains for the Teaching group as a whole. The students in the Control group were generally accurate and fluent readers but showed very minimal gains in the visualising, comprehension and oral retell assessments. Hence, their spontaneous retell remained the same or showed very little growth, while their cued oral retell indicated they relied on cues from the teacher to provide ideas about the text. Both their Neale comprehension and Visualising Task assessment results were markedly lower than those of their match cohort in the Teaching group.

The overall results lend support for the work of Pressley (1976), Keene and Zimmermann (1997), Harvey and Goudvis (2000) and Clark, Deeshler, Schumaker, Alley and Warner (1984) who suggest that teaching visualising can assist students with their reading comprehension of text. This was particularly evident by the improvements made by the students from the Teaching group in the Neale's comprehension; Visualising Task and Oral retell tasks following the intensive lessons on the use of the visualising strategy while reading. Although reading accuracy through the Neale and Running Records showed marginal gains for the students in the Teaching group, it was noted that their reading rate became slower. This is due to all four students independently using the strategy of visualising while reading and not racing through the words but instead creating pictures in their heads as supported by the research of Manning (2002). The average decline in the Teaching group's reading rate was 14 seconds versus an average decline for the Control group of 11.25 seconds. A possible reason for both groups demonstrating a decline could be due to different texts used at post-test on the Neale through Form B.

It was vital to have the students use text at an independent level for the prose reading analysis tasks and texts used in the lessons to ensure that their head space was not taken up with focusing on words but rather on making visual images in their heads. While the students from both groups were already good decoders of age appropriate text, a steady increase in the self-correction rate from the running record analysis from the Teaching group was evident. This indicates that the students were paying more attention to maintaining meaning and the content in the story, as they re-read and self-corrected errors as they read the text. Students A,

B, C and D from the Teaching group displayed an average self-correction ratio of 1:3 words, compared to the students from the Control group who had an average ratio of 1:6 words. Students E, F, G and H paid more attention to decoding words as their errors focussed on the visual features of words. Student B from the Teaching group presented with the greatest results in accuracy on both the Neale's with a 100% at post-test and with the highest gains in error rate from 1:25 at pre-test to 1:50 at post testing on the running record analysis.

In addition, the results from the Neale's comprehension post- test also indicates that the students from the Teaching group were maintaining comprehension while reading text as compared to their matched peers from the Control group. At post- test the average gain from the Teaching group was 30% as compared to the Control group with only an average increase of 5%. This reflects the research by Woolley (2007) who claims that readers who have difficulties with reading comprehension have inefficient memory strategies and do not visualise story content. Student C did not make as much growth, with only a 25% increase because it was noted during the teaching sessions that the student found it more difficult to visualise ideas when the amount of text increased from the sentence level to the paragraph or page level.

The use of the R.I.D.E.R acronym was a positive tool, in assisting the students remember what process they needed to pay attention to while reading the text. The students used their individual set of cue cards throughout the ten teaching sessions and after the fourth lesson, some students did not require the use of them as they had independently internalised the steps of the strategy to assist in visualising the text. They could recall each step and understand the meaning and the value of visualising as an action to use to gain an understanding while reading text. Students B and C remarked after the Oral retell task at post testing that they were able to remember more ideas because they were using the strategy of visualising. This is supported by Hibbing and Rankin-Erickson (2003) who claim that students who can create their own images in their minds as they read increases their ability to understand what they read.

The results of the Visualising task provide evidence that teaching the reading action of visualising facilitates comprehension. There is a clear distinction between the results from both groups with an average gain of 47.5% from the Teaching group compared to an average gain of 10.75% from the Control group. Students B and D gained the maximum two points at post-test for their sentences because they appropriately used synonyms in 70% of the sentences and reordered the words within 30% of the sentences while maintaining meaning. In contrast to their pre-test where both students gained a single point for 25% of the sentences attempted, while 75% were incomplete. Student C used synonyms in 40% of the sentences to gain maximum points, and reordered the words within the sentence for 60% of the other sentences at post-test. This is compared to the pre-test result where the student scored single points in a fifth of the entire task. Student A focussed on using synonyms for 50% of the sentences to achieve maximum points and 50% were reordered successfully at post- test. As opposed to scoring single points over a third of the task at pre-test. The students from the Control group mainly scored minimum points at pre and post- test as their sentences

contained less than 50% of either synonyms or reordering of words. Between 50-70% of the sentences from the Control group overall at post-test failed to maintain meaning.

It was very evident through the results of the Spontaneous and Cued retell tasks at post testing that through explicit teaching and practice with making mental images the students in the Teaching group were able to retell the story with greater detail and description. This was evident during the intensive lessons taught particularly during the 'Describe' step of the R.I.D.E.R strategy. The activity of retelling the text from the previous lesson and at the end of each lesson was also a contributing factor to this improvement. This is supported by Bell (1991) who suggests that individuals verbalise better as they visualise and as a result their oral language is more descriptive, leading to improved comprehension. Students from the Teaching groups scored an average gain of 13.5 points on the Spontaneous retell task at post-test, as compared to the students from the Control group who averaged a gain of 1 point. It was noted that all the literal ideas scored highly for all students from the Teaching group. Only Student C retold all the inferential ideas at post-test, while Students A, B and D scored half of the inferential ideas. This reflects the research of Hibbing and Rankin-Erickson (2003) who suggest that it is through making mental images a reader's ability to make inferences is also enhanced. The results of the Cued retell declined for the Teaching group by an average of 6 points at post-test, compared to an average gain of half a point made by the Control group. It was observed that the students from the teaching group provided more ideas from the text spontaneously as they had gained more meaning while reading.

Observations made throughout the ten teaching sessions suggest that with the elimination of picture support from the text aided the teaching of the strategy of visualising. The students were required to create images from the text alone. During the first few teaching sessions the teacher and the students compared the images they each had formed. This encouraged the students the liberty to visualise their own images and developed the student's ability to use the strategy taught. The structure of the lessons remained the same throughout the ten sessions and in the early lessons the teacher provided modelling and scaffolded as the lessons progressed where the students were able to use the strategy independently. Student B and D internalised the R.I.D.E.R strategy after the fourth lesson and did not require the cue cards. Their descriptions at the "Describe" step were detailed, descriptive and sequential early on in the sequence of lessons, whereas Students A and C removed the cue cards by lesson seven and their descriptions became more detailed later on. It was noted by lesson nine and ten that during the "Read" step all the students from the Teaching group read at a slower rate as they were focusing on maintaining meaning. By lesson eight all four students began to comment on the value of using visualising as they read. Their retells reflected this attitude as they were more descriptive and showed greater understanding of story content. Another change that was observed because of the intervention was that the student's attitudes towards reading became more positive and they had become more motivated to read. The students talked about the stories; they spoke candidly about the characters and the plot, even when the session time had ceased.

The findings of this research support the research into providing intervention programs for teaching students strategies that have reading comprehension difficulties. Visualisation is one such strategy and the data from this research demonstrates that with explicit teaching the effectiveness of the strategy can improve students reading comprehension. This has implications for the explicit teaching of comprehending strategies as part of the classroom literacy program. It should begin at the junior level of the school alongside the teaching of decoding skills, phonological awareness and vocabulary development. The introduction of the CLaSS model, this includes Reading Recovery as an intervention program, has developed students that have become proficient decoders but lack an understanding of text. Therefore, there are also implications for how the reading pathways for students post Reading Recovery are monitored. Hence, including the training of the R.I.D.E.R strategy during small group focussed teaching sessions during reading time should be established. Furthermore, the comprehending strategy of visualisation could also be included as part of the Reading Recovery program in order to develop understanding of text.

Directions for the future include that further study should be undertaken into the impact of visualisation on non-fiction text. The students will be moving into upper primary in the following year and will be exposed to a greater amount of non-fiction texts. Therefore, non-fiction texts should be included in the sequence of the ten teaching sessions on visualisation. Researchers agree that readers require explicit teaching; however, it is difficult to determine clearly if other comprehension strategies are more effective. In addition, future study exploring other comprehending strategies such as the strategy of paraphrasing could be included in the teaching as it was evident throughout the lessons, in the student's retells and in the Visualising task, that there was a lack of synonyms used by some students who mainly relied on reordering the words in the text. Other strategies to study could include questioning, inferring, predicting and making connections.

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TESTING MATERIALS

- Munro J. (2011) Spontaneous and Cued Retell (Adapted by Nella Fimiani)
- Munro J. (2005) Visualising task: Group administration

APPENDICES

Appendix 1 Participants Spread Sheet / Data Collected

Name	Control = 0 Teaching=1	Age in MONTHS	Gender 0=Male 1=Female	Years of Schooling	ESL No=0 Yes=1	LNSLN funding 0=SLD 1=ID 2=Asp	Earlier Intervention No=0 RR=1 Bridges=2 ERIK=3...	EMA No=0 Yes=1
A	1	114	1	5	0	No	1	0
B	1	115	1	5	0	No	1	0
C	1	123	0	5	0	No	1	0
D	1	124	0	5	0	No	1	0
E	0	123	1	5	0	No	1	0
F	0	119	1	5	0	No	1	0
G	0	123	1	5	0	No	1	0
H	0	113	0	5	0	No	1	0

Name	Control =0 Teaching=1	Attend No. of session	Visualisation PRE	Visualisation POST	Neale Accurac raw PRE	Neale Accurac raw POST	Neale Comp raw PRE	Neale Comp raw POST	Neale Rate raw PRE	Neale Rate raw POST	Spont aneous Retell PRE	Spont aneous Retell POST	Cued Retell PRE	Cued Retell POST
A	1	10	11	23	39	43	11	18	50	39	4	16	10	2
B	1	10	8	27	47	48	13	19	111	89	5	20	9	2
C	1	10	6	20	43	48	13	18	54	48	7	21	8	4
D	1	10	8	24	43	47	13	19	68	51	5	18	10	5
E	0	0	10	14	46	45	11	11	111	96	7	7	8	9
F	0	0	16	18	48	47	8	10	113	99	7	9	6	6
G	0	0	9	14	45	39	13	13	62	52	4	6	9	8
H	0	0	7	10	43	45	10	11	53	47	5	5	5	6

Appendix 2

COMPREHENSION - SPONTANEOUS AND CUED RE-TELLING (Narrative / Fiction)

Title of selected story/passage: **Big Ned and the Dam**

This text was unseen without any orientation. The student was told the title of the story.

Characteristic of retelling	Ideas in the story	No of ideas /points	Student's score	
			Spontaneous retell Score	for cued retell Score
Setting	Sunshine Valley near the river and dam	2		
Main characters	Big Ned, Darrel Doon, Pa and Emily	4		
Theme of story	The power, quick thinking and courage of a friendly giant can save people from disasters.	1		
Plot of the story	Big Ned saves the whole town from the danger of floods by plugging the hole in the dam and spraying the flooding water up in the sky.	3		
Events of the story	Big Ned and his friends went fishing in the river where they heard a loud rumbling noise.	2		
1. Initiating event	The wall of the dam cracked open sending a huge amount of water gushing towards the town.	3		
2. Attempt (Action taken)	The people took the animals and headed for higher ground.	2		
3. Consequence	Big Ned plugged the hole in the dam using his foot and sucked up the flooding water.	2		
4. Ending (resolution)	He sprayed the water all over the mountains saving the town from the flood.	2		
	Everyone including the mayor cheered for Big Ned.	1		

Inferential ideas (infer, predict, explain, read between the lines)	Big Ned was a friendly giant who had a great relationship with the other people.	1			
	There was a sense of danger for the people and animals of the town with the flooding waters approaching.	1			
	Big Ned used his powerful size to help others at a time of need.	1			
	The huge gush of water from the dam would destroy the town.	1			
	Big Ned is a hero to the people of the town.	1			
	Giants can be friendly and protect people from danger.	1			

Possible cued questions: Where did the story take place? Who was the story about? What happened in the beginning/middle/end of the story? For example: Where was Big Ned when the dam cracked? What was the main danger? How did Big Ned stop the danger?

Other questions: What do you think happened next? What do think about the characters? How were they feeling? What lesson did we learn from the story?

Appendix 3 Lesson Plans (Adapted by Nella Fimiani from Project 282)

Lesson 1

Text: Into Cole Cave

Materials: Novel: The Lion the Witch and the Wardrobe, Narnia DVD, DVD player, R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, poster size and A4 size R.I.D.E.R Image recording boxes sheet (for drawing images)

Duration: 40 minutes

Before Reading

Explain to the students that they will be learning a new strategy as a group over the following ten lessons that will assist them to remember and understand what they read. Tell them that this strategy is called **visualising**. Ask if they know what this means. Share responses. Demonstrate that visualising is like forming pictures or a movie in our minds through reading a small section from The Lion the Witch and the Wardrobe, (page-16) when Lucy first visits Narnia. Remind the students about the visualisation activity they did the other day. (Visualisation Group Assessment Task) and how they made pictures in their minds. Have them share their responses. Show the corresponding scene, (Scene 3) from the Narnia DVD and reflect on everyone's responses. Explain that you will teach them how to visualise through the use of the **R.I.D.E.R** strategy. Introduce and discuss the **R.I.D.E.R** strategy to the group via the large copy of cue cards containing each part of the acronym:

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Introduce today's text: Into Cole Cave. Use the front cover and title of the text as an orientation to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; "Has anyone ever been in a place that seemed scary?"

While Reading

Teacher models explicitly how to use the R.I.D.E.R strategy. The students are asked to carefully watch and listen to how the teacher goes through each step. The teacher points to the cue card **Read** and reads out loud the first paragraph from the text. "When my eyes are closed I can see..." teacher points to the **Image** cue card and draws the image on the poster size

Image recording boxes paper. The teacher explains the image by describing the components of the picture saying “I can see....” It is stressed at this point that the drawings are to be simple sketches. The teacher then points to the **D**escribe cue card. The teacher places the text that was read alongside the image drawn to evaluate and check all elements are accurate and none omitted. The teacher points to the **E**valuate cue card while saying: “I have included...but I left out....” At this point the teacher includes information that was left out.

The students will have an opportunity to visualise the same piece of text and use the R.I.D.E.R strategy just as the teacher has demonstrated. The students are asked to read the text aloud, have them refer to their cue cards as prompts begin with the **R**ead cue card. Next they are told to close their eyes to make a visual image in their minds, refer them to the **I**mage cue card as they draw their picture on their A4 size Image recording boxes paper. Teacher reminds them to include everything they imaged. It is clearly explained to the students that their pictures are not to be masterpieces, simple grey lead pictures are sufficient as long as all ideas are present. Students describe their drawings to the group; refer them to the **D**escribe cue card. The text is read to check that all information is present, refer to the **E**valuate cue card. If there is any information to be added or deleted, it is adjusted at this time. Teacher points to the **R**ead on repeat steps cue card and reads the next paragraph with the students. The teacher models and takes the students through all the steps of the R.I.D.E.R strategy for the following three paragraphs, until the end of page 10.

After Reading

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 2

Text: Into Cole Cave

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, poster size and A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy with the students. The teacher explains each part of the acronym as they refer to their cue cards as a prompt.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Continue from page 11 of the previous lessons text: Into Cole Cave. Have the student's review which words helped them paint a picture in their head. Use the illustrations on the front cover once again as a stimulus to tune into the topic.

While Reading

The teacher reads the first paragraph of the text. The teacher models R.I.D.E.R strategy to the students by scaffolding for the students while thinking out loud each step of the strategy with the use of the cue cards and models by actions what to do at each step. E.g. "Image...I am making a picture in my mind of...I can see...." Teacher draws an image on the poster size Image recording boxes paper and describes the image. E.g. "In my picture.....Teacher evaluates image by cross checking it with the text to see if it is correct. "Is anything missing?"

Teacher rereads the same paragraph and students have a chance to practise visualising using the same R.I.D.E.R steps as modelled by the teacher on their sheets of paper.

Replicate the above process for the rest of the text.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 3

Text: Trading In

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, poster size and A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy with the students. The students explain each part of the acronym as they refer to their cue cards as a prompt.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Introduce today's text: Trading In. Use the front cover and title of the text as an orientation to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; "Has your family ever had to trade their car in?"

While Reading

The teacher reads the first paragraph of the text. The teacher models R.I.D.E.R strategy to the students by scaffolding for the students while thinking out loud each step of the strategy with the use of the cue cards and models by actions what to do at each step. E.g. "Image...I am making a picture in my mind of...I can see..." Teacher draws an image on the poster size Image recording boxes paper and describes the image. E.g. "In my picture.....Teacher evaluates image by cross checking it with the text to see if it is correct. "Is anything missing?"

Teacher rereads the same paragraph and students have a chance to practise visualising using the same R.I.D.E.R steps as modelled by the teacher on their sheets of paper.

Replicate the above process until page 13.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 4

Text: Trading In

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, poster size and A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy with each student in the group and have them explain each part of the acronym in their own words. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Continue from page 14 of the previous lessons text: Trading In. Use the front cover and title of the text as a stimulus to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; “How do the children feel about trading in their old car?”

While Reading

Teacher and students read the first two paragraphs together. Teacher and students practise using the R.I.D.E.R strategy together. Teacher models her pictures on the large size Image recording boxes paper, while students use their sheets.

Students independently read the same text and attempt to visualise by using the R.I.D.E.R strategy on their own. They are encouraged to use their cue cards as prompts and draw their images on their sheet of Image recording boxes paper.

Repeat the above process until the end of story.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 5

Text: *Mystery Mints*

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy. Each student will explain each part of the acronym in their own words to a partner. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Introduce today's text: Mystery Mints. Use the front cover and title of the text as an orientation to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; "How have you felt when tasting a new flavoured lolly?"

While Reading

Students read aloud the text from the first page. Students independently visualise the text using the R.I.D.E.R strategy, step by step. They are encouraged to use their cue cards if needed.

Repeat the above process until the end of page 9.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 6

Text: Mystery Mints

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy. Each student will explain each part of the acronym in their own words to a partner. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Continue from page 10 of the previous lessons text: Mystery Mints. Use the front cover and title of the text as a stimulus to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; “Do you think it was right for Tony to spend his birthday money on junk food?”

While Reading

Students read aloud the next page of the text..... After reading the page, students are instructed to visualise using the R.I.D.E.R strategy. Students describe their image to the group; they refer to their cue cards making sure they go through all the steps.

Students repeat the above process until the end of the story.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 7

Text: *The Secret*

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy. Each student will explain each part of the acronym in their own words to a partner. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Introduce today's text: The Secret. Use the front cover and title of the text as an orientation to tune the students into the topic, elicit their prior knowledge and make some predictions.

Eg; "Have you ever been told a secret?"

While Reading

Students silently read the first page of the text..... After reading the page, students are instructed to visualise using the R.I.D.E.R strategy. Students describe their image to the group; they refer to their cue cards making sure they go through all the steps. Students have the option to visualise images without drawing pictures at the Image step.

Students repeat the above process until the end of page 11.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 8

Text: The Secret

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy. Each student will explain each part of the acronym in their own words to a partner. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Continue from page 12 of the previous lessons text: Use the front cover and title of the text as a stimulus to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; “Do you think the children know what Ruby has been up to?”

While Reading

Students silently read the next page of the text..... After reading the page, students are instructed to visualise using the R.I.D.E.R strategy. Students describe their image to the group; they refer to their cue cards making sure they go through all the steps. Students have the option to visualise images without drawing pictures at the Image step.

Students repeat the above process until the end of the story.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 9

Text: Grandma’s Special Recipe

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy. Each student will explain each part of the acronym in their own words to a partner. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Introduce today’s text: Grandma’s Special Recipe. Use the front cover and title of the text as an orientation to tune the students into the topic, elicit their prior knowledge and make some predictions. Eg; “What special food does Grandma cook?”

While Reading

Students silently read the first page of the text..... After reading the page, students are instructed to visualise using the R.I.D.E.R strategy. Students describe their image to the group; they refer to their cue cards making sure they go through all the steps. Students have the option to visualise images without drawing pictures at the Image step.

Students repeat the above process until the end of page 11.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Lesson 10

Text: Grandma's Special Recipe

Materials: R.I.D.E.R cue cards, poster of the R.I.D.E.R strategy containing each part of the acronym, A4 size Image recording boxes paper (for drawing images)

Duration: 40 minutes

Before Reading

Reflect on previous session and recap on the main ideas of the story.

Review R.I.D.E.R strategy. Each student will explain each part of the acronym in their own words to a partner. They may refer to their cue cards if needed.

Read- Read a sentence or paragraph (Step 1)

Image- Imagine a picture or movie in your mind (Step 2)

Describe- Describe what you see in words (Step 3)

Evaluate- Check that you have all the correct information (Step 3)

Read on and repeat the steps

Continue from page 12 of the previous lessons text: Grandma's Special Recipe. Use the front cover and title of the text as a stimulus to tune the students into the topic, elicit their prior

knowledge and make some predictions. Eg; “Will Maddie change her mind about her Grandma?”

While Reading

Students silently read the next page of the text..... After reading the page, students are instructed to visualise using the R.I.D.E.R strategy. Students describe their image to the group; they refer to their cue cards making sure they go through all the steps. Students have the option to visualise images without drawing pictures at the Image step.

Students repeat the above process until the end of the story.

After Reading

The students are given an opportunity to spontaneously retell what has happened in the text to each other.

At the conclusion of the lesson the students articulate what they do for each step of the R.I.D.E.R strategy and share their learning of how this strategy will help them visualise what they read as it helps them understand what they read.

Appendix 4 Texts Used in Lessons

Lesson	Text	Text Type	Fry's Readability Level	Series	Pages
1	<u>Into Cole Cave</u> by Jill Eggleton	Narrative	Year 4	Scholastic Key Links	p.2-10
2	<u>Into Cole Cave</u> by Jill Eggleton	Narrative	Year 4	Scholastic Key Links	p.11-16
3	<u>Trading In</u> by Warner Rockford	Narrative	Year 4	MacMillan Springboards	p.2-13
4	<u>Trading In</u> by Warner Rockford	Narrative	Year 4	MacMillan Springboards	p.14-24
5	<u>Mystery Mints</u> by Virginia King	Narrative	Year 4	MacMillan Momentum	p.3-9
6	<u>Mystery Mints</u> by Virginia King	Narrative	Year 4	MacMillan Momentum	p.10-16
7	<u>The Secret</u> by Jill Eggleton	Narrative	Year 4	Scholastic Key Links	p.2-11
8	<u>The Secret</u> by Jill Eggleton	Narrative	Year 4	Scholastic Key Links	p.12-18
9	<u>Grandma's Special Surprise</u> by Pamela Graham	Narrative	Year 4	MacMillan Momentum	p.3-11
10	<u>Grandma's Special Surprise</u> by Pamela Graham	Narrative	Year 4	MacMillan Momentum	p.12-24

Appendix 5 R.I.D.E.R prompt poster

R

Read

Read a sentence or a paragraph.



I

Image

Imagine a picture or movie in your mind



D

Describe

Describe what you see in words



E

Evaluate

Check that you have all the correct information.



R

Repeat

Read on repeat the steps.

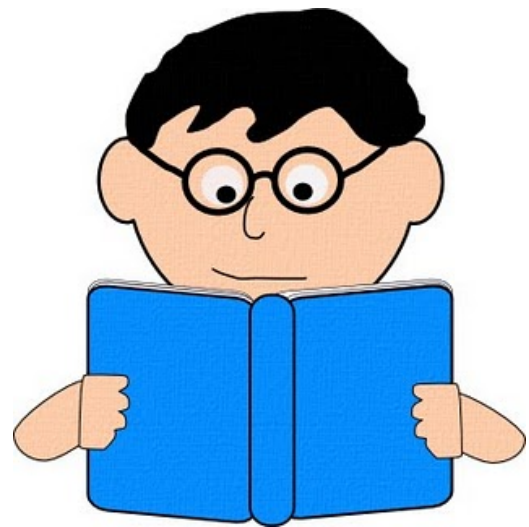


Appendix 6 R.I.D.E.R cue cards

R

Read

Read a sentence or a paragraph.



I

Image

Imagine a picture or movie in your mind



D

Describe

Describe what you see in words



E

Evaluate

Check that you have all the correct information.

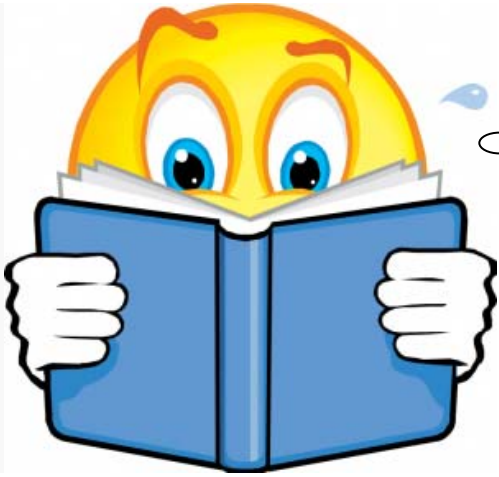


R

Repeat

Read on repeat the steps.

Repeat
steps 1,2,3,4



Appendix 7 R.I.D.E.R Image Recording Boxes Sheet
