

## **PREDICTION HYPOTHESIS:**

**“Explicit teaching of the visualization strategy R.I.D.E.R., to two Year 2 students who are experiencing reading comprehension difficulties, will improve their spontaneous oral retell of a narrative text.”**

**ABSTRACT**

Many students have difficulty with comprehension, because they are unable to visualize what they are reading. They are able to decode the text, but are unable to make visual images of what they have read. This then prevents them from being able to orally recall the events and ideas in the text and impairs on their ability to comprehend. Research has shown that explicit teaching of the visualization strategy R.I.D.E.R. (Clark, Deshler, Schumaker, Alley and Warner 1984) can improve students' ability to use image as a strategy to improve their spontaneous oral retell and thus enhancing comprehension.

The aim of this study is to trial whether explicit teaching of the R.I.D.E.R. (Read, Imagine, Describe, Evaluate and Repeat) strategy will improve Year 2 students' ability to spontaneously orally recall what they have read and also improve their comprehension skills.

Three Year 2 students having reading comprehension difficulties were selected for the research. After, Pre- assessment was evaluated, 2 students were selected to continue, while the 3<sup>rd</sup> student remained as the Control group.

The students were exposed to 10 explicit teaching sessions in using the visualization strategy R.I.D.E.R. Each session followed the same format .The teacher modeled R.I.D.E.R., cued the students to use the strategy - first reading a sentence and progressing to a paragraph, a page, several pages and progressing to a story. This enabled the students to practice the visualization strategy when orally recalling the main events and ideas.

At the end of the 10 sessions, a Post- assessment revealed that both students had improved their ability to recall main events and ideas in a Leveled 17 text in a spontaneous oral retell by an average of 106 %. Student 3 without any intervention decreased his ability to orally retell by 50 %.

This study demonstrates to teachers that the R.I.D.E.R strategy when explicitly taught improves students reading comprehension and spontaneous oral recall. The visual strategy does give students with comprehension difficulties a model to use when recalling events and ideas in text.

## **INTRODUCTION**

Comprehension is an important component of reading. We read for meaning.

“Reading comprehension tasks are not only among the most difficult tasks that students with reading deficits in reading struggle with, but are also among the most important life skills that all children need to develop in order to function in society” (Boyle, 1996)

Many children have difficulty in comprehending what they have read.

Research shows that “Comprehension difficulties among students with reading difficulties are often related to their failure to participate actively and strategically in the reading process” (Baker& Brown, 1984 as cited in Chan, Cole& Morris, 1990). These students benefit from explicit prompts to specific strategies.

Visualization is a strategy taught to these students experiencing comprehension difficulties.

“The visual-imagery strategy employed involves imagining or “making pictures in the mind” of what is being read and aims at promoting active processing and organization of text propositions to enhance comprehension and recall (Chan, Cole & Morris, 1990 p.3.) Research done by Hibbing and Rankin-Erickson, 2003 revealed that students of today are bombarded with computers, television and VCR’S creating images for them. Many students have not learnt to make their own mental images that would support their comprehension and oral recall. Some students read the words fluently, but still lack ability to create mental image related to the text. These students need to be taught the visual-imagery strategy.

“When children are taught to generate mental images as they read, they experience greater recall and enhance abilities to draw inferences and make predictions (Gambrell, 1981; Gambrell & Bales, 1986; Pressley, 1976; Sadoski, 1983, 1985 cited in Hibbing, Rankin-Erickson, 2003)

The visual imagery strategy R.I.D.E.R. (Read, Image, Describe, Evaluate, Repeat) was designed by Clark, Deshler, Schumaker, Alley & Warner, 1984 to support their research. The R.I.D.E.R. strategy requires students to form mental pictures about the text when reading. The building of mental pictures is similar to taking a picture or making a movie in the student’s memory. The images formed are more readily recalled from the short-term memory.

They reported that students who had intervention sessions on the visual imagery strategy showed significant improvement in comprehension scores from their baseline testing. Chan, Cole & Morris(1990) also state-“Explicit visualization instruction in conjunction with supported imagery by means of pictorial aids facilitated the comprehension performance of students with reading difficulties.

This Action Research aims to investigate whether explicitly teaching the visualization strategy of R.I.D.E.R. enhances comprehension and spontaneous oral retell in Year 2 students experiencing comprehension difficulties.

The Independent Variable is the practicing of the R.I.D.E.R. strategy during explicit teaching sessions and the Dependent Variable is the result of the spontaneous oral retell.

## **PREDICTION**

“Explicit teaching of the visualization strategy, R.I.D.E.R., to Two, Year 2 students experiencing comprehension reading difficulties will improve the spontaneous oral retelling of a narrative text”.

## METHOD

This study used an XOX design – ( assessment – teaching – assessment) .

### 1. Pre - Testing-Base Line Assessment

(a)The students were first assessed to determine their instructional level of reading ability-based on Reading Recovery Leveled Readers ( Level 17 & 18 ) using Marie Clay's Running Record

(b)Their ability to spontaneously retell the narrative text story was assessed using John Munro's Spontaneous Oral Language Retell Checklist (Appendix 3)

(c) Their comprehension, accuracy and rate of reading was assessed using the Neale Analysis of Reading Ability 3<sup>rd</sup> Edition (Neale 1999)

### 2. Teaching

Two students were then explicitly taught together the visualization strategy of R.I.D.E.R. The teacher explained, modeled and cued the students into the effective use of R.I.D.E.R. and then supported them while they became familiar with the strategy, practiced it and became confident in using the visualization strategy.

### 3. Post Testing

At the conclusion of the 10 x 30 minute lessons, the students were again assessed to determine if their ability to spontaneously retell a text had improved compared to their original baseline results.

## PARTICIPANTS

3 students from Year 2 were chosen for this study. These students had taken part in the Reading Recovery Program in Year 1 and had been discontinued between Levels 16-18. These students were reading the lowest level readers in the class and were often unable to spontaneously retell what they had just read.

The 3 students were pre- tested using Neale Analysis of Reading Ability, Marie Clay Running Record and a Spontaneous Oral Retell Checklist. While the 3 students all came out with an Instructional reading level of 18, Students 1 & 2 had Comprehension results of 40% and Student 3 of 75%.

It was decided to use Students 1 & 2 for this study, they would attend sessions together and Student 3 would be used for the Control Group.

### Student 1 Female aged 7 years 4mths

Reading at Instructional Level 18, -93% accuracy

Neale Analysis of Reading Ability, 3<sup>rd</sup> edition, (Neale 1999)

Accuracy- 18 %, comprehension 11 %, rate- 72 %

Spontaneous Oral Recall-40% of the events/ideas in the text

### Student 2 Male aged 7 years 10mths

Reading at Instructional Level 18 -90% accuracy

Neale Analysis of Reading Ability, 3<sup>rd</sup> edition, (Neale 1999)

Accuracy- 23%, comprehension- 12%, rate – 35%,

Spontaneous Oral Recall -40% of the main events/ideas in the text

Student 3 Male aged 7years 7 mths

Reading at Instructional Level 18 – 90% accuracy

Neale Analysis of Reading Ability, 3<sup>rd</sup> edition, (Neale 1999)

Accuracy, comprehension- 15%, rate- 59%

Spontaneous Oral Recall- 75% of the events/ideas in the text

The teacher explained to the students that they had been chosen to help the teacher with a special project she was doing at university. They were going to be taught a new strategy called R.I.D.E.R to help them “make a picture in their mind” while they read. This will help them remember all the important ideas /events they had just read in the text and help them to be able to accurately orally retell the story.

Once, the students had learnt this strategy, they would then be able to teach their classroom teacher and in turn help their peers learn the strategy. The students were very happy to participate in the sessions.

It was decided to use Level 17 reading texts during the teaching of the visual strategy R.I.D.E.R.. The students were confident at reading this level with a 93- 96% accuracy and the aim of the study was to see if their retell skills improve after learning the visualization strategy.

## **MATERIALS**

### **TEXTS**

8 narrative texts were chosen from the Reading Recovery Level 17 readers and one Level 18 text..

2 readers were used for the pre-intervention baseline assessment, (one Level 17 & one Level 18),6 for teaching/intervention purposes and 2 for post intervention assessment.

The same 2 books were used for the pre and post intervention assessment.

Pre-Test & Post –Test

– Monkey Tricks (PM Story Books) Level 17

- A New School for Megan (PM Story Books) Level 18

It is to be noted that neither of these 2 texts were used for teaching purposes during this Action Research. They were only used for assessment purposes

### **RUNNING RECORDS**

Marie Clay’s Running Record (Appendix 2) analysis sheets were used to determine the Instructional Reading Levels the students were reading at, the reading behaviours they displayed and the cues they confidently used when reading. Running records were taken for the pre-intervention baseline texts and the post-intervention texts.

### **SPONTANEOUS ORAL LANGUAGE CHECKLIST**

Checklists developed by Dr John Munro were used to record and analyse the spontaneous retell. These were used during the baseline assessment, every second intervention session and at the post intervention assessment. The scores were converted to percentages for comparison. (Appendix 3)

NEALE ANALYSIS OF READING ABILITY, 3<sup>rd</sup> edition, (Neale 1999)  
Form 1 – Level 1 and 2 were used for the pre and post assessment. The students' accuracy, comprehension and rate of reading was assessed.

#### R.I.D.E.R. BOOKMARKS AND WALLCHART

Students made their own R.I.D.E.R. bookmarks. They drew their own drawings as prompts for each acronym. These bookmarks were then laminated and brought to each session to be used as prompts. (Appendix 4)

A wall chart was also displayed with picture prompts (Appendix 5)

#### DICTAPHONE

A Dictaphone was used to record the spontaneous retell after every second session.

### PROCEDURE

3 students were individually assessed with a Running Record, the Neale Analysis of Reading Ability and a Spontaneous Retell.

2 students with the same instructional reading Level 18 and similar Neale comprehension scores 6.5 – 6.7 % were chosen to take part in the research program.

Student 3 was used for the Control Group.

It was decided to work with the students at Level 17 to prevent the decoding, inaccuracy and fluency problems they presented at Level 18 interfering with the explicit teaching of R.I.D.E.R., so a more accurate result could be obtained.

It is to be noted that the 2 texts -Monkey Tricks –Level 17

-A New School For Megan –Level 18

were used for assessment only and were not used for any teaching purposes. These texts were used for Pre and Post Testing.

The research program consisted of 1. Baseline assessment session,

2. 10 x 30 minute intervention teaching sessions

3. Post intervention assessment session.

The students were withdrawn into the Reading Recovery room and the lessons took place over a 3-week period.

Week 1 – 4 consecutive lessons,

Week 2 - 3 consecutive lessons

Week 3 - 3 consecutive lessons .

Unfortunately, due to timetabling, the lessons took place at different times of the day – some during the Literacy Block and the others in the afternoon.

Literal comprehension ideas/events were only identified and assessed for this research.

Lessons – Sessions 1 and 2 – Pre- Testing and Post – Testing

Students were individually assessed with the above -  
mentioned assessments.

Intervention Lessons.

Lesson 1 - Introduction, explanation and modeling of Visualization strategy R.I.D.E.R.

A shared reading procedure was used.

Lessons 2 – 10 – Similar format for all lessons

- revision of R.I.D.E.R.
- discussion on title /storyline/vocabulary
- re-read or read text (Shared Reading)
- practise R.I.D.E.R
- taped Oral Recount and Checklist completed at the end of Lessons 4,6,8& 10.

(See detailed Lessons in Appendix 1 )

## RESULTS

Student 1 and Student 2 results show that by being taught explicitly the visualization strategy R.I.D.E.R., they have significantly improved their ability to spontaneously oral retell. The average improvement in recall of ideas was 106 %. While Student 3 (Control Group) with no intervention decreased his ability to orally retell by 50%.

### SPONTANEOUS ORAL RETELL

Data was collected during Pre-Testing, Lessons 4, 6, 8 and 10 and at Post- Testing, using Dr. John Munro's Spontaneous Oral Retell Checklist (2004) and converted to % for comparison. These results appear in Graph 1.

Level 17 Text

Student 1 – Pre-Test - was able to orally recall 40% of main events/ideas

- Post- Test – was able to orally recall 70% of main events/ideas
- 75% improvement

Student 2 – Pre-Test – was able to orally recall 40% of main events/ideas

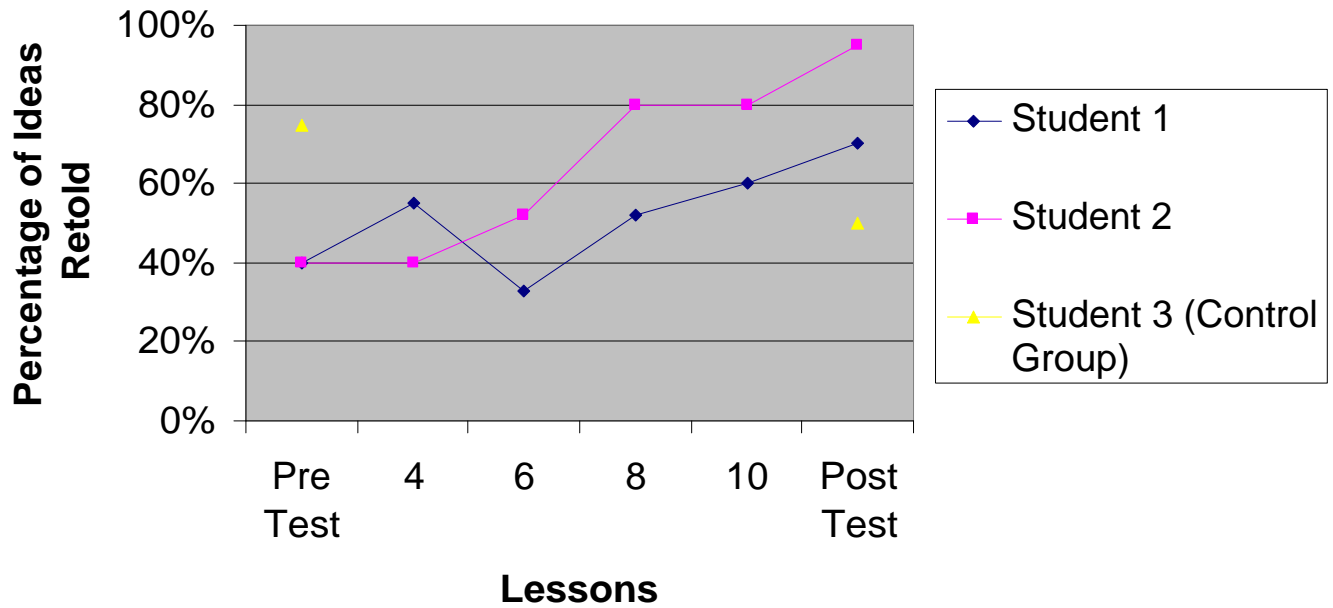
- Post-Test – was able to orally recall 95 % of main events/ideas
- 137.5 % improvement

Student 3 (Control Group )

- Pre- Test – was able to orally recall 75% of main events/ideas
- Post- Test – was able to orally recall 50% of main events/ideas
- Decreased his ability by 50%

The students detailed Checklists and Transcriptions for Lessons 4, 6, 8 & 10 and Pre & Post – Tests can be seen in Appendix 1

## Spontaneous Oral Retell Checklist (Graph 1)



### RUNNING RECORD ANALYSIS

The Running Record Analysis was initially performed in the Pre- Test to determine an easy text level to commence the intervention. The students read Level 17 as an Easy text with a 97 & 98 % accuracy and Level 18 as an Instructional text with a 93 & 90 % accuracy

At the end of the intervention lessons, it was decided to perform a Post-Test to determine if reading levels had improved. The results showed that both Student 1 and 2 were able to read the Level 18 reader as an Easy text both with a 97 % accuracy. Student 3 continued to read Level 18 as an Instructional text at 93 % accuracy (see detailed results in Table 1, 2 & 3 & Appendix 2)

Table 1:  
**STUDENT A      RUNNING RECORD**

|           |                    | Running Words/Errors | Error Rate | Accuracy | Self-correction rate |
|-----------|--------------------|----------------------|------------|----------|----------------------|
| Pre-Test  | L.17 Easy          | 332 / 7              | 1:47       | 97 %     | !:3                  |
|           | L:18 Instructional | 127 / 8              | 1:14       | 93%      | 1:9                  |
| Post-Test | L.17 Easy          | 332 / 5              | 1:66       | 98 %     | -                    |
|           | L.18 Easy          | 498 / 12             | 1:41       | 97 %     | 1:2                  |



**STUDENT B**                      Table 2:  
**RUNNING RECORD**

|           |                    | Running Words/Errors | Error Rate | Accuracy | Self-correction rate |
|-----------|--------------------|----------------------|------------|----------|----------------------|
| Pre-Test  | L.17 Easy          | 332 / 6              | 1:55       | 98 %     | 1:3                  |
|           | L:18 Instructional | 127 / 11             | 1:11       | 90 %     | 1:8                  |
| Post-Test | L:17 Easy          | 332 / 3              | 1:110      | 99 %     | 1:4                  |
|           | L:18 Easy          | 498 / 13             | 1:38       | 97 %     | 1:7.5                |

**STUDENT C**                      Table 3:  
**RUNNING RECORD**

|           |                    | Running Words/Errors | Error Rate | Accuracy | Self-correction rate |
|-----------|--------------------|----------------------|------------|----------|----------------------|
| Pre-Test  | L.17 Easy          | 332 / 12             | 1:27       | 96 %     | 1:7                  |
|           | L.18 Instructional | 127 / 12             | 1:10       | 90 %     | 1:7                  |
| Post-Test | L: 17 Easy         | 332 / 17             | 1:19       | 94 %     | 1:6                  |
|           | L:18 Instructional | 332 / 32             | 1:15       | 93 %     | 1:7                  |

#### NEALE ANALYSIS

The students were administered The Neale Analysis, 3<sup>rd</sup> edition at the Pre-Testing and Post – Testing assessments.

The results show -

Student 1's reading accuracy improved 5% and her comprehension improved 8%, but her reading rate slowed by 43%

Student 2's reading accuracy improved 1%, his comprehension improved 3% and his reading rate improved 12%.

Student 3 (Control Group) reading accuracy improved 4%, his comprehension dropped 3% and his reading rate slowed 24% (see detailed results in Table 4, 5, & 6).

Table 4:  
**STUDENT 1 NEALE ANALYSIS**

|                  | <b>Accuracy</b> |             |                    | <b>Comprehension</b> |             |                    | <b>Rate</b> |             |                    |
|------------------|-----------------|-------------|--------------------|----------------------|-------------|--------------------|-------------|-------------|--------------------|
|                  | Raw Score       | Reading Age | Percentile Ranking | Raw Score            | Reading Age | Percentile Ranking | Raw Score   | Reading Age | Percentile Ranking |
| <b>Pre-Test</b>  | 26              | 7.0         | 18%                | 6                    | 6.5         | 11%                | 65          | 9.11        | 72%                |
| <b>Post-Test</b> | 30              | 7.3         | 23%                | 9                    | 6.11        | 19%                | 73          | 7.2         | 29%                |

Table 5:  
**STUDENT 2 NEALE ANALYSIS**

|                  | <b>Accuracy</b> |             |                    | <b>Comprehension</b> |             |                    | <b>Rate</b> |             |                    |
|------------------|-----------------|-------------|--------------------|----------------------|-------------|--------------------|-------------|-------------|--------------------|
|                  | Raw Score       | Reading Age | Percentile Ranking | Raw Score            | Reading Age | Percentile Ranking | Raw Score   | Reading Age | Percentile Ranking |
| <b>Pre-Test</b>  | 30              | 7.3         | 23%                | 7                    | 6.7         | 12%                | 42          | 7.4         | 35%                |
| <b>Post-Test</b> | 31              | 7.4         | 24%                | 8                    | 6.9         | 15%                | 87          | 8.2         | 47%                |

Table 6:  
**STUDENT 3 NEALE ANALYSIS**

|                  | <b>Accuracy</b> |             |                    | <b>Comprehension</b> |             |                    | <b>Rate</b> |             |                    |
|------------------|-----------------|-------------|--------------------|----------------------|-------------|--------------------|-------------|-------------|--------------------|
|                  | Raw Score       | Reading Age | Percentile Ranking | Raw Score            | Reading Age | Percentile Ranking | Raw Score   | Reading Age | Percentile Ranking |
| <b>Pre-Test</b>  | 17              | 6.5         | 12%                | 8                    | 6.9         | 15%                | 76          | 8.10        | 59%                |
| <b>Post-Test</b> | 23              | 6.9         | 16 %               | 7                    | 6.7         | 12%                | 42          | 7.4         | 35%                |

## DISCUSSION

The results of this study support the hypothesis that the explicit teaching of the visualization strategy R.I.D.E.R. to Year 2 students with comprehension difficulties does improve their spontaneous oral retell. These results support the findings of research on visual imagery training performed by (Clark et al, 1984; Borduin et al, 1994) and its positive impact on reading comprehension. Chan et al, 1990:in their research also reported “Explicit visualization instruction in conjunction with supported imagery by means of pictorial aids facilitated the comprehension performance of students with reading difficulties”.

The students' chosen for the research both displayed difficulty in recalling events and ideas from the text they had just read  
Both students were very keen to take part in the program and showed great enthusiasm to learn.

At the beginning of the Research Student 1 and 2 were able to read Level 17 with 97 & 98 % accuracy, but relied heavily on visual cues when decoding rather than the use of meaning and grammar. They did not monitor their reading by using self talk or questioning to make sense and gain meaning from what they were reading They seldom re-read throughout the text to self- correct and had difficulty converting the written words into mental images to then transfer back into expressive language .They could only orally recall 40 % of the main events and ideas of the text in restricted, immature grammar. They had difficulty at the concept level, retaining the concepts of the sentences read and maintaining this in their short-term memory.

The R.I.D.E.R. strategy was introduced and prompt cards made with the students own symbols, this gave the students their own cue cards to use. It was necessary to start with only 1 sentence at a time to give the students the opportunity to model/practice/revise making “pictures” in their heads and then verbally retelling one idea “.For any strategy to be effective it must be introduced to students in an organized and supportive manner This includes explanation and modeling by the teacher, planned activities where the student is able to practice the focus skill, with support being withdrawn as the student develops confidence and is able to use the strategy independently”(Pressley et al,2002).The students grasped the idea of making a “picture” in their head quickly. Student 1 was able to draw her pictures in detail but found it difficult to then verbally describe the picture. Student 2 was quick to draw his picture with very little detail and often missed the main point. As the strategy was continually revised and modeled, the students abilities increased and the text lengthened.. Throughout the intervention, the R.I.D.E.R. strategy enabled the students to evaluate (check) their “pictures” by being able to monitor their own verbal response against that of the other student or teacher.  
The students were taped and the Oral Language Checklist completed during Lessons 4, 6, 8 and 10.

Student 1’s Spontaneous Oral Recall improved at Lesson 4, 8 and 10. In Lesson 6, she was unfamiliar with the book concept and had little prior knowledge of vocabulary or

experiences and her oral recall dropped from 55% to 22%. But Student 1's Spontaneous Oral Retell improved from 40 % to 70 % during the Intervention lessons. – a 75 % improvement

Student 2 needed much practise in re-reading to gain confidence in his ability to retell. He would often only remember the last idea he had read when retelling. Student 2 gained confidence reading short, simple sentences and retelling them and by listening to his partner's retell and evaluating his own.. He performed much better on text/topics he had experience in or was interested in. Student 2's Spontaneous Oral Recall improved in each lesson - from 40 % to 95% - a 137.5 % improvement.

On the Running Record Post – Analysis, Student 1 and 2 were reassessed on Level 17, both increasing their accuracy rate to 98 % & 99 % and on Level 18 increasing their accuracy rate to 97 %.

Student 3 (Control Group) had no intervention during this time .At his Pre-Test he recorded a Spontaneous Oral Retell of 75% and at his Post-Test he only Recalled 50 % of the main ideas/events of the Level 17 text – a 50 % decrease in Oral Recall and he recorded an accuracy rate of 94 % , a drop in 2 %.

While this Control group is only one child, Gambrell and Jawitz (1993) found in their study that the children who did not receive explicit instruction in mental imagery did not perform as well as those who had been instructed.

While, comprehension was not the hypothesis being researched in this Action Research, each student was assessed on the Neale Analysis of Reading Ability, 3<sup>rd</sup> Edition (1999) Both Student 1 and 2 improved their comprehension results by 8 % and 3 %, while Student 3 dropped his comprehension results 3%.

This study could be further developed with the introduction of the self-questioning strategy, which learnt with the R.I.D.E.R. strategy can further develop reading comprehension(Clark et al , 1984) The self-questioning strategy was also designed to facilitate reading comprehension by teaching students to form questions as they read to maintain interest and enhance recall.

While this research took place out of the normal classroom, R.I.D.E.R. could be taught in the classroom setting throughout the Year levels in the Literacy Blocks as whole class learning or in a small focus group.

Further research could be conducted to see if the explicit teaching of R.I.D.E.R. to a large group would be as effective, as the small group has been.

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## **APPENDICES**

Appendix 1 ~ Teaching Lessons

Appendix 2 ~ Running Records (Not available)

Appendix 3 ~ Spontaneous Oral Language Retell Checklists

Appendix 4 ~ R.I.D.E.R. Bookmarks (Not available)

Appendix 5 ~ R.I.D.E.R. Wall Chart (Not available)

## APPENDIX 1

### LESSONS

#### SESSION 1

##### BASELINE ASSESSMENT SESSION

Each student was told that they had been chosen to help the teacher do a project for her university course. It was explained that it was necessary to do some testing to see how good they were at their reading and at retelling what they had just read. The students were very comfortable with this, as they had all been on the Reading Recovery Program with the teacher in Year 1.

Students 1, 2 & 3 were individually assessed using the same format, assessments and texts.

The students were read the title of the book and then asked to read the story - they were told they needed to think about the story as they were reading, as they were going to retell the story in their own words.

1. Text 1: Monkey Tricks Level 17 Reading Recovery

Author: Annette Smith

A narrative text supported by pictures -332 words

Text 2: A New School For Megan Level 18 Reading Recovery

Author: Jenny Giles

A running record was taken and the students were asked to spontaneously retell what they had just read.

2. Spontaneous Oral Retell Checklist - Dr. John Munro

Checklist was completed during retell of story

Retell was taped for each student.

3. Neale Analysis of Reading Ability (3<sup>rd</sup> Edition)

The students read Standardised Tests Form 1, Level 1&2. Their comprehension, accuracy and rate of reading were recorded

Once the assessment was completed with the 3 students, it was decided to use Student 1 & Student 2 in the research as their comprehension scores were similar, and to use Student 3 as the Control group.

Level 17 was chosen as the working level as it alleviated decoding problems in instructional and harder text.

## INTERVENTION LESSONS

## LESSON 1

During this 1<sup>st</sup> lesson, the teacher showed the students a camera and discussed the use of a camera.( to capture a picture ) The students were asked to take a picture with it and then to describe that picture to the group .Each student had a turn , as did the teacher .The students were encouraged to add as much detail as they could to their picture. A photo of a video camera was produced as a prompt card .It was explained to the students that good readers make pictures in their heads when they read, to help them remember what they have read. The teacher then introduced the visualization strategy R.I.D.E.R. to the students and explained that this strategy would help them remember what they had read.

Together each acronym was introduced and explained

**Read** read a sentence/page/story

**Image** imagine the picture in your mind/head

**Describe** describe the picture you have in your mind to your teacher/peer

**Evaluate** evaluate your image/picture with that of your peer/teacher and then with the text to check if you are correct

**Repeat** repeat the process again

The students made their own bookmarks, drawing their own symbol for each acronym to use as prompt cards . These were laminated.( Appendix 4 )

A big book “Just in Time for the King’s Birthday” – E. B. Chance (Scholastic Big Books) was introduced. Each step was introduced and practised one at a time using only the first sentence on the first page. This was supported by a large picture. The students also drew their own picture matching what they had read –they then checked their drawing against the text.

## LESSON 2

Text: Jonathan Buys a Present (PM Story Books)

Author: Annette Smith

Teacher/students revise R.I.D.E.R. strategy together

Practise the 5 steps –using bookmark prompt

Teacher reads the title-Jonathan Buys a Present

Students predict the story line and discuss the theme and vocabulary with the support of the illustrations

Teacher reads the 1<sup>st</sup> sentence /students read it together/students draw their image

Students check their drawings to match the text

Continue using R.I.D.E.R. strategy after each sentence

Read only Pages 2 & 3

## LESSON 3

Text: Jonathan Buys a Present (PM Story Books)

Author: Annette Smith

Teacher/student revise R.I.D.E.R. strategy together

Teacher re-reads page 2 & 3



Practise the 5 steps –using bookmark prompt  
 Teacher reads page 4 & 8  
 Students practice R.I.D.E.R. strategy after each page

#### LESSON 4

Text: Jonathan Buys a Present (PM Story Book)  
 Author: Annette Smith

Teacher/students revise R.I.D.E.R. strategy together  
 Teacher re-reads pages 2 -8  
 Students practice R.I.D.E.R. strategy using bookmark prompt  
 Students take turns to continue to read the story 1 page at a time until the end of the story (p.9-16)  
 Students practice R.I.D.E.R. strategy  
 Spontaneous Oral Tell on whole story - Taped and Checklist completed for each student

#### LESSON 5

Text: Toby and the Accident (PM Story Book)  
 Author: Annette Smith

Teacher/student revise R.I.D.E.R. strategy together  
 Teacher reads title of story  
 Students predict the story line and discuss theme and vocabulary with the support of the illustrations  
 Students take turns reading alternating pages - Pages 2 – 8  
 Students practice R.I.D.E.R. strategy at the end of each page, using bookmark prompt

#### LESSON 6

Text: Toby and the Accident (PM Story Book)  
 Author: Annette Smith

Teacher/student revise R.I.D.E.R. strategy together  
 Teacher/students re-read pages 2-8  
 Students practice R.I.D.E.R. strategy using bookmark prompt  
 Students continue reading, alternating pages until the end of the story (p. 9-16)  
 Students practice R.I.D.E.R. strategy at the end of each page  
 Spontaneous Oral Retell on whole story – Taped and Checklist completed

#### LESSON 7

Text: Nelson the Baby Elephant (PM Story Book) Level 17  
 Author: Beverley Randell.

Teacher/student revise R.I.D.E.R. strategy together  
 Teacher reads title of story  
 Students predict story line and discuss theme and vocabulary with the support of the illustrations, but without the teacher prompting the support of the bookmark prompt

Students share reading – reading 3 pages at a time - continuing until page 8  
Students practice R.I.D.E.R. strategy only after the 1<sup>st</sup> half of the reader is read  
Students continue reading until the end of the reader  
Students practice R.I.D.E.R. strategy at the end of the story - retelling the whole story

### LESSON 8

Text: In the Days of the Dinosaurs  
When the Volcano Erupted (PM Story Book) Level 17  
Author: Hugh Price

Teacher/student revise R.I.D.E.R. strategy together  
Teacher reads title of story  
Students predict story line and discuss theme and vocabulary without the teacher  
prompting the support of the illustrations and bookmark  
Students share reading – reading 4 pages at a time- continuing until page 8  
Students practice R.I.D.E.R. strategy only after the 1<sup>st</sup> half of the reader is read  
Student continue reading until the end of the reader  
Spontaneous Oral Retell on the whole story – Taped and Checklist completed

### LESSON 9

Text: A Bedtime Story (Bookshelf) Level 17  
Author: Mem Fox

Teacher/student revise R.I.D.E.R. strategy together  
Teacher reads title of story  
Students predict story line and discuss theme and vocabulary without the teacher  
prompting the support of the illustrations and bookmark  
Students share reading – reading 4 pages at a time- continue until page 8  
Students practice R.I.D.E.R. strategy only after the 1<sup>st</sup> half of the reader is read  
Students continue reading until the end of the reader  
Students practice R.I.D.E.R. strategy at the end of the story – orally retelling the whole  
story

### LESSON 10

Text: The Cabin in the Hills (PM Story Book) Level 17  
Author: Annette Smith

Teacher/student revise R.I.D.E.R. strategy together  
Teacher reads title of the story  
Students predict the story line and discuss the theme and vocabulary without the support  
of the illustrations and bookmark  
Student 1 reads the 1<sup>st</sup> half of the reader and then Student 2 reads to the end of the story  
Spontaneous Oral Retell on the whole story – taped and Checklist completed

SESSION 2

POST – ASSESSMENT SESSION

The 3 students were then individually assessed using the same assessment tools as in the pre –assessment

1.Text 1:Monkey Tricks Level 17 Reading Recovery

Author: Annette Smith

A narrative text supported by pictures -332 words

Text 2: A New School For Megan Level 18 Reading Recovery

Author: Jenny Giles

A running record was taken and the students were asked to spontaneously retell what they had just read.

2.Spontaneous Oral Retell Checklist - Dr. John Munro

Checklist was completed during retell of story

Retell was taped for each student.

3.Neale Analysis of Reading Ability (3<sup>rd</sup> Edition)

The students read Standardised Tests Form 1, Level 1&2. Their comprehension, accuracy and rate of reading were recorded

### APPENDIX 3

#### SPONTANEOUS ORAL RETELL CHECKLIST

PRE-TEST: Monkey Tricks (PM Story Books ) Level 17  
Author: Annette Smith

| Characteristic of Retelling | Ideas in the Story  | No of Ideas                                    | Student 1                                | Student 2                                      | Student 3  |
|-----------------------------|---|--|--|--|--|
| Main Characters             | Mum, Dad, Amy, Rebecca  | 4  | 2  | 4  | 2  |
| Theme of Story              | Went to the zoo   | 1  |  | 1  | 1  |
| Plot of the Story           | Monkey escaped and took Amy's ice-cream   | 2  | 1  | 1  | 2  |
| Events of the Story         | 1.Look at the monkeys in their cage<br>2. Monkey escapes and takes ice-cream<br>3. Dad finds zookeepers<br>4.They bring net/bananas<br>5.Monkey too fast<br>6.Vet shoots monkey with dart gun<br>7.Monkey sleeps and is put back in cage<br>8.Need for a better monkey cage | 1<br>2<br>2<br>2<br>1<br>2<br>2<br>1<br><br>20 | <br><br>2<br><br><br>1<br>1<br><br><br>8 | 1<br><br><br><br><br>1<br><br><br><br>8<br>40% | 1<br>2<br>2<br>1<br>1<br>2<br>1<br><br>15<br>75% |

#### TRANSCRIPT

Pre-Test: Monkey Tricks (PM Story Books) Level 17  
Author: Annette Smith

#### **Student 1**

Well what happened was in the story there was 2 girls um and they sat under the tree and there was a monkey behind the tree and she caught the ice-cream and the monkey was running away from the girls because he wanted the ice-cream. Dad saw the vet keepers and he went and got the vet keepers and um the vet keepers saw the monkey running away with um the ice –cream and the um ----- they saw another girl with um a white coat] repeat and um she had a ---um like a gun sort of dart gun or something. I don't know what it is called and she shoot the monkey to go to sleep and so the girl with the white coat she said we have to get a better cage to let the monkey stay in.

**Student 2**

The girl think the monkey was sick and um she put a needle in it so um it can go to sleep. The mother and father and Amy's friend and Rebecca went to the zoo and um they went to see the monkeys then they sat under the tree and ate ice-creams and then monkey took her ice-cream -----and that's it.

**Student 3**

Well um 1<sup>st</sup> Amy and the dad went to the zoo with their friends and then um the dad said there's the new monkey house. And they looked at the monkey house for a couple of minutes um Amy's dad went to buy them an ice-cream and they sat down to eat them and then the monkey broke out of the cage and then he climbed up the tree and then when the girl wasn't looking he got the ice-cream and then um he went back up the tree again and then the dad went the zoo keepers and the 2 keepers got some bananas and the vet came with them and when monkey saw the bananas he came down and he was too quick for the zoo keepers and he jumped out of the zoo keepers hands and then he went to a bush and Rebecca saw it and Rebecca told the vet and the vet came and put it to sleep and then Rebecca said it can break out again and they will have to make a better um cage and that's it.

POST- TEST: Monkey Tricks (PM Story Books) Level 17

Author: Annette Smith

| Characteristic of Retelling | Ideas in the Story                      | No of Ideas | Student 1 | Student 2 | Student 3 |
|-----------------------------|---|-------------|-----------|-----------|-----------|
| Main Characters             | Mum, Dad, Amy, Rebecca                  | 4           | 4         | 4         |           |
| Theme of Story              | Went to the zoo                         | 1           | 1         | 1         |           |
| Plot of the Story           | Monkey escaped and took Amy's ice-cream | 2           | 2         | 2         | 2         |
| Events of the Story         | 1.Look at the monkeys in their cage     | 1           | 1         | 1         |           |
|                             | 2. Monkey escapes and takes ice-cream   | 2           | 1         | 2         | 2         |
|                             | 3. Dad finds zookeepers                 | 2           | 2         | 2         | 2         |
|                             | 4.They bring net/bananas                | 2           |           | 2         |           |
|                             | 5.Monkey too fast                       | 1           |           | 1         | 1         |
|                             | 6.Vet shoots monkey with dart gun       | 2           | 1         | 2         |           |
|                             | 7.Monkey sleeps and is put back in cage | 2           | 1         | 1         | 2         |
|                             | 8.Need for a better monkey cage         | 1           | 1         | 1         | 1         |
|                             |   | 20          | 14        | 19        | 10        |
|                             |   |             | 70%       | 95%       | 50%       |

## TRANSCRIPT

Post – Test: Monkey Tricks (PM Story Books)

Author: Annette Smith

**Student 1**

Characters were Amy, Rebecca, Mum and Dad the zoo keepers and the monkey  
 What happened was in the story they were walking around and they saw a zoo so dad said let's go to the zoo and they said there is a new monkey house so they went in and they were looking around and Dad bought some ice-creams and they were sitting down by a tree and then a monkey behind a tree and he stole um Amy's ice-cream . and they were running after it because they actually didn't know who got it , but then they saw a monkey with an ice-cream so they were running to get it and Dad said I'll go and get the zookeepers and um then they went-they saw another white girl with a dress and they got the ice-cream because she had a dart gun and then she shoot the monkey and it got to sleep again and then they said we will get a better cage next time.

**Student 2**

Mum, Dad, Amy and Rebecca went to the zoo and Rebecca came with them so they could have fun. And Dad said there's a new monkey cage and all of the family looked at the monkey and um Rebecca said look at that monkey swinging so fast and Amy laughed and Amy said look at that monkey swinging so fast and Amy laughed and Amy said look at that monkey going to the big tree and then ----- Dad bought some ice-creams so they could have some to eat and suddenly a monkey was in the tree and it took Amy's ice-cream and Rebecca laughed and then Dad called the zoo keepers so they could catch the monkey and the zoo keepers came with some bananas and a net and they gave the monkey some bananas but they didn't catch it . The monkey was too clever for them to get away. Then the zoo vet who had a white coat on, said maybe we need to catch that monkey quick before it gets away and then Amy and Rebecca said there's the monkey in the bushes over there. Then the zoo vet went ping with her little gun and she put the monkey to sleep she said to the girls – then Amy and Rebecca said probably you need a new cage for the monkey and the vet said, won't we.

**Student 3**

The monkey um got out of the cage and they said it could get out of the cage again so the vet said he might have to make another cage, won't we.

1<sup>st</sup> the monkey got out and it saw the ice-creams so when the girls went away it took the ice-cream and it climbed up a tall tree and it hid up in the tree and it um. Amy's dad went and called the zoo keepers and the zoo keepers runned to get the monkey and a vet came running with it and they tried to um catch the monkey but it was too quick for the zoo keepers and the vet made it go to sleep and then they put it back in the cage and that's about it.

LESSON 4 Jonathan Buys a Present (PM Story Books) Level 17  
Author: Annette Smith

| Characteristic of Retelling | Ideas in the Story   | No of Ideas                      | Student 1                     | Student 2                    | Student 3 |
|-----------------------------|--|----------------------------------|-------------------------------|------------------------------|-----------|
| Main Characters             | Mum, Dad, Jonathan   | 3                                | 3                             | 3                            | N.A.      |
| Theme of Story              | Go to the market to shop   | 2                                | 1                             | 1                            |           |
| Plot of the Story           | Jonathan decides to buy his sick Grandad a present with his pocket money   | 4                                | 1                             |                              |           |
| Events of the Story         | 1.Mum buys Grandad oranges<br>2.Jonathan buys- toffee apples-eats them<br>-marbles-wants to take them to school<br>-crocodile puppet-not enough money left<br>-mask<br>3. Grandad likes playing tricks | 2<br>2<br>2<br>2<br>1<br>2<br>20 | 2<br>2<br>2<br>2<br>11<br>55% | 1<br>1<br>2<br>1<br>8<br>40% |           |

LESSON 6 Toby and the Accident (PM Story Books) Level 17  
Author: Annette Smith

| Characteristic of Retelling | Ideas in the Story  | No of Ideas                           | Student 1            | Student 2          | Student 3 |
|-----------------------------|---|---------------------------------------|----------------------|--------------------|-----------|
| Main Characters             | Toby and B.J.   | 2                                     | 2                    | 2                  | N.A.      |
| Theme of Story              | Toby and B.J. are called to an accident   | 1                                     | 1                    | 1                  |           |
| Plot of the Story           | The power pole is cracked and could fall on the car   | 2                                     |                      | 2                  |           |
| Events of the Story         | 1.Toby and B.J .go to the accident<br>2. Car crashed into the power pole<br>3. Power pole could fall on the car<br>4.B.J. put winch rope on the tow bar of the car<br>5. Power pole wobbled<br>6.B.J. drove slowly<br>7.Power pole did not move | 1<br>2<br>2<br>2<br>1<br>1<br>1<br>15 | 1<br>1<br>5<br>33.3% | 1<br>1<br>8<br>52% |           |

## LESSON 8: In the Days of the Dinosaurs

When the Volcano Erupted (PM Story Books) Level 17

Author: Hugh Price

| Characteristic      | Ideas in the Story  | No of Ideas                           | Student 1                         | Student 2                               | Student 3 |
|---------------------|---|---------------------------------------|-----------------------------------|---|-----------|
| Main Characters     | Dinosaurs   | 1                                     | 1                                 | 1                                       | N.A.      |
| Theme of Story      | Volcano erupted and disturbed the dinosaurs good life   | 2                                     | 1                                 | 2                                       |           |
| Plot of the Story   | The volcano erupted and the dinosaurs had to escape their good life to find a new life.   | 3                                     | 2                                 | 2                                       |           |
| Events of the Story | <ol style="list-style-type: none"> <li>1. Dinosaurs had peaceful life</li> <li>2. Volcano explodes</li> <li>3. Trees catch on fire because of lava</li> <li>4. Lots of dinosaurs die</li> <li>5. 4 dinosaur get away</li> <li>6. They swim across the lake to an island</li> <li>7. Have a good life again</li> </ol> | 1<br>1<br>2<br>1<br>1<br>2<br>1<br>15 | 1<br>1<br>1<br>1<br>1<br>8<br>52% | 1<br>1<br>1<br>1<br>2<br>1<br>12<br>80% |           |

## LESSON 10: The Cabin in the Hills (PM Story Books) Level 17

Author: Annette Smith

| Characteristic of Retelling | Ideas in the Story  | No of Ideas                      | Student 1                         | Student 2                          | Student 3 |
|-----------------------------|---|----------------------------------|-----------------------------------|------------------------------------|-----------|
| Main Characters             | Dad, Mum, Ben and Mitch   | 4                                | 4                                 | 4                                  | N.A.      |
| Theme of Story              | Go to the cabin in the hills and find a possum in the cabin   | 3                                | 2                                 | 3                                  |           |
| Plot of the Story           | How to get the possum out of the cabin  | 1                                |                                   | 1                                  |           |
| Events of the Story         | <ol style="list-style-type: none"> <li>1. Arrive at the cabin</li> <li>2. Find possum in the cabin</li> <li>3. Possum on top bunk</li> <li>4. Make clapping noises to scare possum away</li> <li>5. Bedtime</li> <li>6. Mitch sleeps on top bunk</li> </ol> | 1<br>2<br>1<br>1<br>1<br>1<br>15 | 1<br>1<br>1<br>1<br>1<br>9<br>60% | 1<br>1<br>1<br>1<br>1<br>12<br>80% |           |



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