

**Cued use of the R.I.D.E.R. strategy improves the spontaneous oral retell for a
Year Two Student.**

Cueing includes explicit instruction by the teacher.

Abstract:

The purpose of this study is to investigate the effects of visual imagery training on spontaneous oral retell. The main objective of visual imagery training is to promote comprehension monitoring. The study examines whether the R.I.D.E.R. method (visual imagery strategy), when explicitly cued by the teacher, improves the retelling of narrative texts. With a methodology similar to that used in the work of Clark, Deshler, Schumaker, Alley & Warner. (1984), a Grade Two student, displaying reading difficulties, received instruction in the use of R.I.D.E.R.

The results indicated that use of the R.I.D.E.R. strategy increased the spontaneous oral retell of narrative text and enhanced 'fix-up' strategies required for monitoring comprehension. The results emphasize the need for teachers to be aware that reading is an active process where engagement with the text and links with prior knowledge assist reading comprehension. Visual imagery training supports metacomprehension.

Introduction:

Many students who experience reading difficulties do not consistently visualize while reading. When students do not visualize while reading, comprehension of the text is lost. Children with reading disabilities are often passive readers who do not engage with the text and/or link text with prior knowledge. They will continue to read even when meaning is lost. Reading comprehension is crucial to school success (Gersten & Baker 1999) and therefore it is essential that interventions focus in on skills needed for success in reading.

The reader must construct meaning by making inferences and interpretations (Knuth & Jones). Good comprehenders link ideas to prior knowledge and are able to summarize, predict and clarify what they have read. (Lyon 1998)

Active readers will adjust their reading rate for unfamiliar text, often rereading passages several times to compare what they know with what is written. (Collins. 2000) Active readers learn how to self-monitor, comprehend while reading and predict. (Gersten & Baker. 1999). In essence they use metacognition.

Metacognition can be defined as having knowledge, understanding and control of that knowledge and the appropriate use of that knowledge. (Collins. 1994) Metacognitive thinkers are able to make decisions, select appropriate strategies and self-monitor when reading. (Lindstrom. 1995)

“Metacognitive thinkers are aware of their thinking and are able to control their thinking strategies. Their learning is empowered by their reflective, creative and critical thinking skills.” (Wilson & Wing Jan. 1993 p.7)

Metacomprehension on the other hand is the student’s awareness of his or her own understanding or lack of it. (Standiford. 1984) To aid metacomprehension the teacher can focus students’ attention on main ideas, ask questions to assist with monitoring comprehension and make links with the students’ prior knowledge of the content. (Standiford. 1984)

Vygotsky suggests that an important way in which language develops is through social interactions with a more knowledgeable other. In these interactions, modeling of strategies used and discussion of these strategies to achieve goals help contextualize the experience for the student. The knowledgeable other is there for support when needed, gradually desisting as the student gains control of the relevant strategies. Vygotsky explains that talk has a special role in negotiating knowledge as it is a means whereby meanings are made available, modified and contested through interactions among participants. (Hammond. 2001)

“Thinking, sensing and saying are significant resources for negotiating and construing meanings.” (Hammond. 2001. p 81)

One effective strategy for students with reading difficulties is to explicitly teach them to generate visual images of what is being read. It is not enough to tell the reading disabled student to visualize while reading, the more knowledgeable other must describe what is in his or her own mind, thus giving the student a model of what visual imagery means. (Smith & Sensenbaugh. 1992). Teaching them to visualize improves the comprehension of the text for the reading disabled. It places students in an interactive role with the text and supports their attempts in a non-judgmental situation. (Clark, et al. 1984) In past research by Clark (1984) and Borduin (1994), visual imagery training has shown to improve reading comprehension. Borduin (1994) found that the use of visual imagery training improved the inferential reasoning about written text. Clark (1984) used the R.I.D.E.R. strategy and a Self-Questioning strategy with learning disabled adolescents. Her research indicated improvement in reading comprehension when these strategies are explicitly taught.

To be able to recall information from a text and paraphrase this information is one way to monitor comprehension. The purpose of this study was to explicitly instruct a student in Grade Two, who was experiencing reading difficulties, a visual imagery strategy while reading and to spontaneously recall information after reading. The visual imagery strategy, developed by Clark (1984) is called R.I.D.E.R. (Refer to p.7) This strategy encourages interaction with a knowledgeable other, modeling the strategy in a non-threatening way and assisting the student to use the comprehension strategies previously discussed. It is anticipated that metacomprehension would develop so the student will automatically visualize text, and use 'fix-up' strategies what they encounter a mismatch. Gradually the student would be able to do this independently.

Prediction: Cued use of the R.I.D.E.R. strategy will increase the spontaneous oral retell of a student in Grade Two.

Method:

The study uses a case study ATA design (Assess, Teach, Assess) in which the gain in Spontaneous Oral Retell following instruction in the R.I.D.E.R. Strategy is monitored with a Grade Two Student with reading difficulties. For the purpose of this study, the Grade Two Student will be referred as "Student A".

Student A has had reading difficulties in the past having participated in the Reading Recovery Program in Grade One. Although Student A discontinued this program successfully, skills developed during this program have not progressed into Grade Two. The Reading Recovery Teacher noted that Student A still had difficulties analyzing text. Student A's reading performance is below that of her peers. Her current teacher noted that she often needs individual attention with

reading and operates below average in the Grade Two class. Possible reasons why Student A is operating at below average are: poor short term memory; not re-reading; not monitoring for meaning; unable to utilize “self-talk” when reading; unable to link prior knowledge to text; unable to link episodes within the text and; all work is directed on word processing rather than the meaning of the text. Table One shows her reading score on a Grade Level text to be in the Hard category using the Running Record scale. Self correction rate was low indicating that Student A was not monitoring for meaning. A more comprehensive chart of her reading behaviors can be found in Appendix 1.

Text	Accuracy	Self-Correction Rate
A Council of Mice	83%	1:6

Table One.

During the course of this action research, the texts used were all narrative (fables) and graded on the Fry’s Readability Scale to be around Grade Two level. These texts were selected for their use of ‘imageable content’ (Clark, 1984. p.145). Abstract texts were not chosen for this study. All texts were short and were presented on one page. Picture cues were limited (one picture per page). A copy of these texts can be found in Appendix 2

Research was conducted on the R.I.D.E.R. strategy and practised on another Grade Two student so as to become proficient in administration of the strategy. A table of literal and inferential events for each text can be found in Appendix 3. This was used to collect data when the student retold the fable in her own words. Spontaneous Oral Retell is the method used to measure comprehension of the texts.

Student A was withdrawn from class for the sessions to be administered. A base line was established using three like texts. The first text was also used for the first Running Record (above) and analysis of Prose Reading Aloud. Student A was asked to retell all the information she could remember after each text. These three results were then averaged to establish a baseline for spontaneous oral retell. Each session lasted approximately 15 minutes.

Five subsequent sessions were administered to explicitly teach the R.I.D.E.R. strategy and record the spontaneous oral retell after each text. These sessions lasted approximately 30 minutes. After these five intervention sessions, two testing sessions were administered. The last text was used for

recording reading behaviors using the Running Record method and Prose Reading Aloud Analysis Chart.

The instructional steps taken were:

1. Testing the student's current reading and spontaneous oral retell level.
2. Describing the visual imagery strategy.
3. Modeling and practicing each step of the strategy during the intervention phase.
4. Praising the efforts of the student during all sessions.
5. Post intervention testing.

A bookmark with picture cues was introduced during the intervention phase for added cueing of the R.I.D.E.R. strategy. (Appendix 4) Each text for the intervention and testing was analyzed for possible difficult vocabulary and sections were marked where to use the visual imagery strategy. For each intervention and testing session Student A read the previously seen text to cue her into the structure of the text and give her reading practice. Step-by-step instructions for the teaching procedures used are outlined in Appendix 5.

The procedure for the R.I.D.E.R. strategy is as follows:

READ: Read one part of the text.

IMAGE: Get a picture in your mind.

DESCRIBE: Describe what is in your mind with a peer or teacher.

EVALUATE: Check that the image is the same as the peer or teacher. Does it match up with the text? If not, adjust your image. If the image is comprehensive,

READ ON: Read the next section and repeat the procedure.

Results:

During baseline Student A was not prompted to use visual imagery. The average results on Spontaneous Oral Retell was 29.6%. All events retold were literal comprehension. Reading behaviors indicated that Student A was operating at a Hard Level (Running Record Procedure) with a low self-correction rate. (Refer to Table One). A further analysis of her Prose Reading Aloud indicates that she relies on the distinctive visual features of text at points of difficulty. (Table 4). During the intervention phase of this research, the R.I.D.E.R. Strategy was introduced to Student A. The average result on Spontaneous Oral Retell was 67%. Most events retold were literal, with only one event recorded being inferential.

The testing phase produced similar results as the intervention phase in Spontaneous Oral Retell (67.8%). Most events retold were literal, with two events recorded as inferential.

Table Two indicates the average results during the three phases of this research.

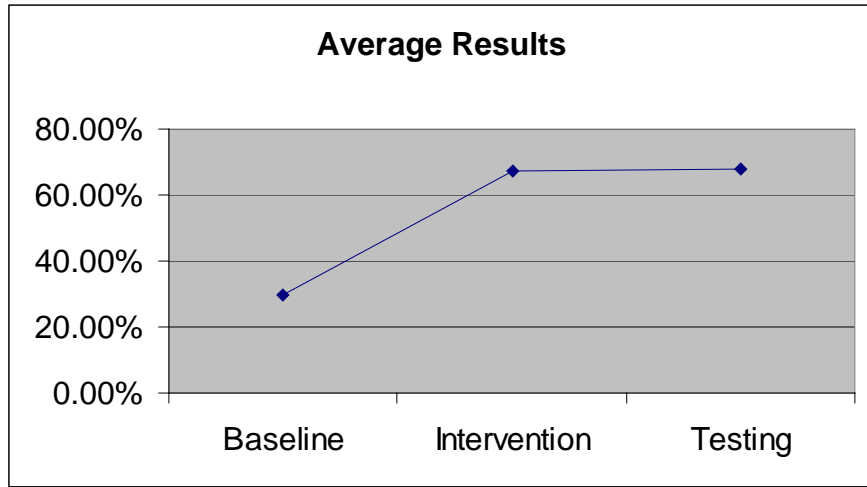


Table Two

Table Three shows all text results at the different stages of this research.

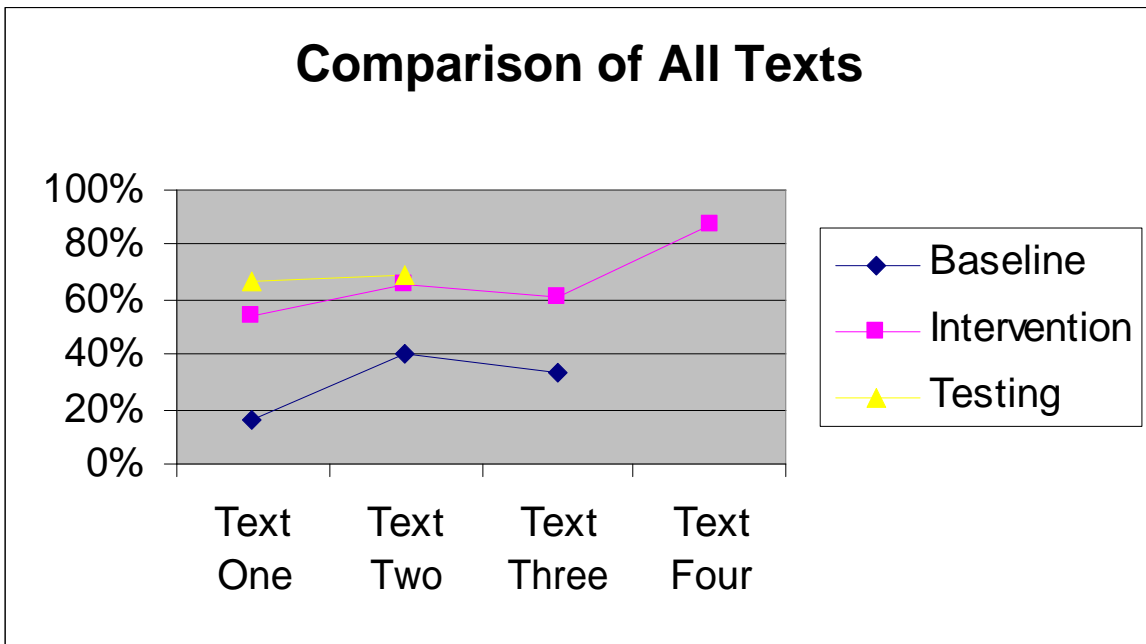


Table Three

In the testing phase, reading behaviors indicated that Student A was operating at Instructional Level (Running Record Procedure) with a higher self-correction rate.

Text	Accuracy	Self-Correction Rate
The Young Rooster	93%	1:4

Table Four

A further analysis of her Prose Reading Aloud indicates that she has not changed in her reliance of distinctive visual features of text at points of difficulty.

The tables below show a comparison of the Prose Reading Aloud Summary Data of the two texts.

The Council of Mice.

Text word or phase	What was read (include hesitations)	Text Re-read?		Error corrected?		Meaning retained?		Sentence sensible?		Fits with grammar?		Looks like text?		Sounds like test?	
		v	%	v	%	v	%	v	%	v	%	v	%	v	%
Summary Data	Hesitations	v	30%	v	30%	v	30%	v	30%	v	50%	v	50%	v	30%
		X	70%	X	70%	X	70%	X	70%	X	50%	X	0%	X	40%
		P	0%	P	0%	P	0%	P	0%	P	0%	P	50%	P	30%

Table Five

The Young Rooster.

Text word or phase	What was read (include hesitations)	Text Re-read?		Error corrected?		Meaning retained?		Sentence sensible?		Fits with grammar?		Looks like text?		Sounds like test?	
		v	%	v	%	v	%	v	%	v	%	v	%	v	%
Summary Data	Hesitations	v	42%	v	8%	v	25%	v	25%	v	25%	v	17%	v	8%
		X	58%	X	92%	X	75%	X	67%	X	75%	X	8%	X	67%
		P	0%	P	0%	P	0%	P	8%	P	0	P	75%	P	25%

Table Six.

A comparison of the number of “Tolds” (when the teacher tells the word) “Appeals” (when the students asks for the word), self-corrections and re-reads, can be found in **Tables Seven and Eight.**

TEXT	Tolds	Appeals	Self-Corrects	Re-reads
Pre-Intervention Text The Council Of Mice	21	0	5	2
Post-Intervention Text. The Young Rooster	5	5	6	3

Table Seven.

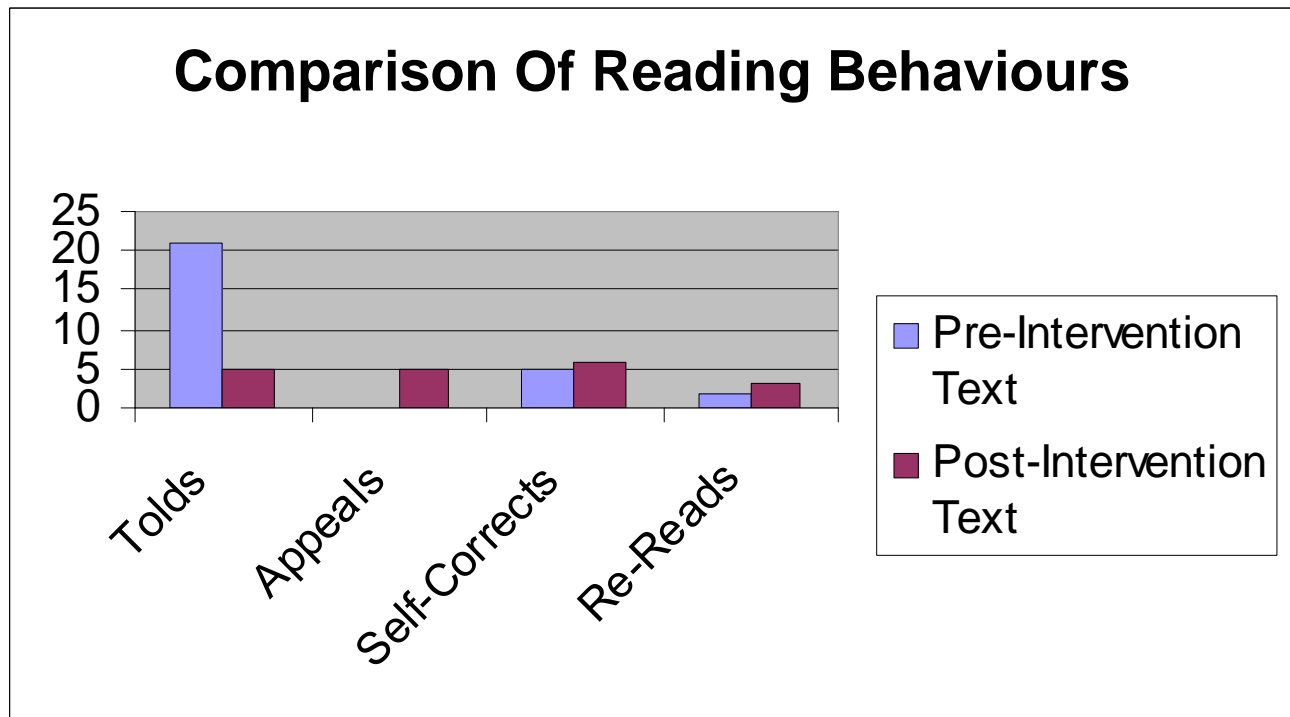


Table Eight.

Discussion:

The results of this study support the hypothesis that use of the R.I.D.E.R. Strategy increases the Spontaneous Oral Retell for a Grade Two Student. These results also support findings regarding visual imagery training (Clark et al., 1984 , Borduin et al., 1994) improving reading comprehension by more than 30%.

There was an approximate 37% increase in the Spontaneous Oral Retell by Student A from the baseline to the intervention and testing phase. The first baseline text showed a low score in oral retell. (Table Three) This could account for the student not fully understanding the task at hand and the unfamiliar environment she encountered. During the course of the interventions Student A was able to independently use the bookmark to cue her into the visual imagery task. The last text during the intervention phase showed a significant increase in the Spontaneous Oral Retell by the student. All events retold were literal ideas from the story. During the Intervention Phase, Student A retold one inferential idea. After praising by the teacher, Student A commented that it was not actually written on the page. After discussion of ‘reading between the lines’ Student A retold more inferential ideas during the testing phase. The researcher admits that this discussion should have taken place earlier in the case study.

Student A increased reading ability from Hard to Instructional on like texts. Interpretation of the Prose reading Aloud indicates that she relies on distinctive visual features of the words at points of difficulty. A further analysis of reading behaviors (Table Six and Seven) indicates that Student A significantly increased the processing of words independently and when meaning was lost, asked for help (appeals). This is strong evidence that Student A was self-monitoring comprehension and applying 'fix-up' strategies when meanings didn't match. Self-correction and re-reads were similar with both texts.

This study was conducted using grade level material. Some vocabulary was difficult for Student A and discussion using the R.I.D.E.R. strategy dealt with this issue. Further study could be conducted using instructional level material so that vocabulary knowledge is less of an issue.

Student A became proficient using the R.I.D.E.R. strategy during the course of this research and self-efficacy improved. Her teacher commented on her confidence as a reader among her peers improved also. Further sessions would need to establish training her teacher and peers in this strategy so that skills learnt can be easily applied to the classroom situation. To effectively monitor the impact of this study in the utilization of R.I.D.E.R., Student A would need a long-term intervention plan.

Students need an array of strategies to enhance their comprehension. Using R.I.D.E.R. with self-questioning (Clark et al 1984) would be more effective. Use of the "Who", "What", "When", "Where", "Why" questions could strengthen the spontaneous oral retell and increase inferential ideas retold.

Although the results of this study are promising, it is suggested that this research be replicated on more than one student and another diagnostic comprehension task be administered before and after to fully interpret the impact of the intervention. Interpretations of results can then be generalized and analysis further enhanced. This research was conducted on narrative texts. It would be interesting to research the use of imagery training on other text types.

Reading comprehension depends on several interrelated skills. Understanding the process of comprehending and intervening at critical times is vital if children are to become proficient readers and writers. (Whitehead. 1986) This study uses one type of intervention to enhance reading comprehension for a Grade Two student with reading difficulties.

Appendix One

Prose Reading (Reading Aloud) Analysis Table

v=Read correctly X=No P=Partially

Student Name: Student A

Text Title: The Council of Mice.

Date: 15/05/02

First ten errors from text.

Text word or phase	What was read (include hesitations)	Text Re-read?	Error corrected?	Meaning retained?	Sentence sensible?	Fits with grammar?	Looks like text?	Sounds like test?
Possibly	Poss	v	v	v	v	v	v	v
Rid	Ride	X	X	X	X	X	v	X
Of	For	X	X	X	X	X	P	X
Great	Greet	v	v	v	v	v	v	v
Many	Made	X	X	X	X	X	P	X
Plans	Places	X	X	X	X	v	P	P
Suggestions	Suggers	X	X	X	X	X	P	P
Young	You	X	X	X	X	X	P	X
Stepped	Stopped	X	X	X	X	v	v	P
Forward	For Ward	v	v	v	v	v	v	v

Prose Reading (Reading Aloud) Analysis Table
Summary Data

v=Read correctly X=No P=Partially

Student Name: Student A

Text Title: The Council Of Mice.

Date: 15/05/02

Text word or phase	What was read (include hesitations)	Text Re-read?		Error corrected?		Meaning retained?		Sentence sensible?		Fits with grammar?		Looks like text?		Sounds like test?	
		v	3	v	3	v	3	v	3	v	5	v	5	v	3
Summary Data	Hesitations	X	7	X	7	X	7	X	7	X	5	X	0	X	4
		P	0	P	0	P	0	P	0	P	0	P	5	P	3
		v	3	v	3	v	3	v	3	v	5	v	5	v	3

Appendix Three: Blank Tables.

Checklists for Spontaneous Oral Retell of ideas/events in the Text

Texts to Establish a Baseline

The Council of Mice

The Fox and the Stork

The Two Friends and the Bear

The Council of Mice

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Main characters are mice and a cat	L		
2. They were enemies	L		
3. Mice had a meeting to discuss ways to get rid of the cat	L		
4. They planned and argued	L		
5. Nothing was decided	L		
6. Then a young mouse had an idea to tie a bell around the cat's neck	L		
7. All the mice thought this was a good idea	L		
8. The old mouse agreed but wanted to know who would put the bell on	L		
9. The mice made a committee to talk it over	L		
10. Kept discussing it but no-one could decide	L		
11. The more things are discussed the harder it gets to make decisions	IN		
12. It is hard to make difficult decisions	IN		
Literal=	Inferential=	TOTAL SCORE	/12
		Percentage retold	%

The Fox and the Stork

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Two main characters (Fox and Stork)	L	
2. Fox invited stork to dinner by stork	L	
3. Fox gave stork soup in a shallow plate	L	
4. Stork unable to drink it with his long beak.	L	
5. Stork went hungry but remained polite	L	
6. Fox ate all the food	L	
7. Stork invited fox to dinner	L	
8. Gave fox food in a tall jar that the fox couldn't eat from	L	
9. Stork ate all the food	L	
10. Stork paid back the fox for his rudeness	IN	
Literal= Inferential=	TOTAL SCORE	/10
	Percentage retold	%

The Two Friends and the Bear

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Main characters are friends and a bear	L	
2. They were walking in a forest	L	
3. A bear came along	L	
4. One friend quickly hid in the tree leaving his friend	L	
5. The other friend tried to act like he was dead so the bear would leave him alone	L	
6. The bear sniffed him but the man held his breath	L	
7. The bear left him alone	L	
8. The friend came down from the tree	L	
9. He thought the bear had whispered something in his friend's ear	L	
10. His friend told him the bear said don't walk with a friend who will leave you on your own (in the lurch)	L	
11. Bear had only sniffed the clever friend's ear. It didn't speak at all	IN	
12. The friend was not such a good friend after all	IN	
Literal= Inferential=	TOTAL SCORE	/12
	Percentage retold	%

Texts for Intervention

**The Hare and the Tortoise
The Fox that Ate Too Much
The Elephant and His Son**

The Fox and the Raven

The Hare and the Tortoise

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Two main characters a tortoise and a hare	L	
2. Tortoise teased by the hare for being slow	L	
3. Tortoise challenged hare to a race	L	
4. Tortoise believed he could win	L	
5. Hare was not serious and was playing around and being silly	L	
6. Hare thought he could win on speed	L	
7. Hare took a nap during the race	L	
8. Tortoise slowly walked on past the sleeping hare	L	
9. Tortoise won the race	L	
10. Doesn't pay to brag	IN	
11. Slow and steady wins the race	IN	
Literal=	Inferential=	TOTAL SCORE
		Percentage retold
		/11
		%

The Fox that Ate Too Much

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Main characters are two foxes	L	
2. Fox was in the forest looking for food	L	
3. The fox was thin and hungry	L	
4. The fox found a hollow tree with a sack full of food	L	
5. The food had been hidden by a thief	L	
6. Fox ate all the food	L	
7. The fox got as fat as a football	L	
8. The fox got stuck in the tree and couldn't get out	L	
9. A second fox came along and told the first fox that he was in a "Fix" (trouble)	L	
10. The first fox asked the second fox how could he get out	L	
11. Second fox said the first fox must stay in the tree until he was thin enough to get out	L	
12. Second fox said "time heals all wounds" (In time the problem will be solved)	IN	
Literal= Inferential=	TOTAL SCORE	/12
	Percentage retold	%

The Elephant and His Son

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Main characters are father elephant and his son	L	
2. They were at home one evening	L	
3. Son was singing	L	
4. Father asked him to be quiet because he couldn't concentrate on reading the paper	L	
5. Father explained he could only think of one thing at a time	L	
6. Father lit a cigar and continued to read the newspaper	L	
7. He didn't notice that the ash had dropped onto his slipper and it was burning his slipper	L	
8. Son told father to pay attention to his slipper as it was on fire	L	
9. Father tried to ignore his son by saying his paper reading was more important	L	
10. Son told him his slipper was on fire	L	
11. Father rushed to put his foot in a bucket of water	L	
12. Need to pay attention to what is happening around you	IN	
13. Father had thought reading the paper was more interesting and important	IN	
Literal= Inferential=	TOTAL SCORE	/13
	Percentage retold	%

Fox and the Raven

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Main characters are Raven and Fox	L	
2. Raven stole some cheese and flew to the top of the tree	L	
3. Fox flattered raven, saying what beautiful feathers the Raven had	IN	
4. Fox said he would love to hear the raven's lovely voice	L	
5. Raven was very pleased at being flattered and began to caw	L	
6. When he did this he dropped the cheese	L	
7. The fox caught the cheese and ate it up	L	
8. Don't be tricked/fooled by flattery	IN	
Literal= Inferential=	TOTAL SCORE	/8
	Percentage retold	%

Texts for Testing

The Art of Reading The Young Rooster

The Art of Reading

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Main characters are fox, wolf and horse	L	
2. Fox saw a horse and had never seen one	L	
3. The fox ran away frightened	L	
4. He was frightened because he didn't know it's name and it looked strange	L	
5. The fox met a wolf and asked what was the name of the animal(Horse)	L	
6. The wolf didn't know it's name either, so they decided to find out	L	
7. The wolf asked the horse but it said it had forgotten	L	
8. Horse said it's name was written on it's hoof and they could read it if they knew how to read (Art of reading)	L	
9. Fox couldn't read it as had never been to school	L	
10. Wolf bragged he'd read it as he could read words and writing	L	
11. Horse tricked the wolf to come closer and closer so it could read it	IN	
12. The horse kicked the wolf and it died	L	
13. There was no writing only nails in the horse shoe	L	
14. Fox ran away	L	
15. Fox thought to himself that you need to understand the writing you are reading	IN	
Literal=	Inferential=	TOTAL SCORE
		Percentage retold
		/15
		%

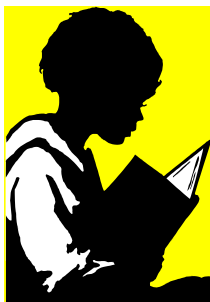
The Young Rooster

(1 mark for each idea/event spontaneously retold)

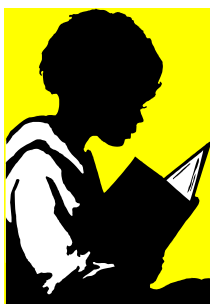
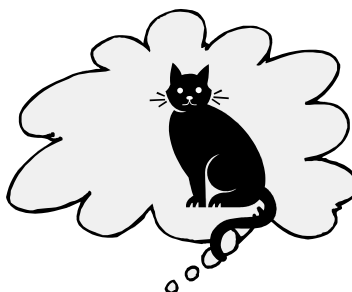
L = literal IN=Inferential

1. Two main characters are the old (father) and the young rooster(Son)	L	
2. Father was in bed	L	
3. Father asked his son to come to his bedside	L	
4. Father was old and dying	IN	
5. Son was sad as he watched his father die	IN	
6. Father asked son to crow up the morning son each day from now on	L	
7. The next day tried his best to crow up the sun	L	
8. His crow was too weak and the sun didn't come up	L	
9. The animals complained, said he'd have to try harder	L	
10. Next day tried again and did a very loud crow	L	
11. The animals complained that it was too loud	L	
12. Rooster apologized but was proud of his loud crow because the sun came up	IN	
13. If you don't succeed at first keep trying	IN	
Literal=	Inferential=	TOTAL SCORE
		Percentage retold
		/13
		%

READ



IMAGE



DESCRIBE



EVALUATE



It's not a
rabbit it's
a cat!

READ ON



Appendix Five.

TEACHING PROCEDURES FOR RESEARCH.

Initial discussion and creating a non-threatening environment with student.

1. Discussion of fables and their structure so that the student is familiar with this text type.
2. Discussion of the coda so the student is able to predict that this will occur in every fable.

Base line. (For pre-intervention statistics.)

1. **Session One:** Child reads passage “The Council of Mice”.
Teacher asks child to retell the story in own words.
Using the checklist, teacher checks literal and inferential ideas retold.
Teacher does a running record on this book noting reading behaviours.
2. **Session Two:** Child reads passage “The Fox and the Stork”.
Teacher asks child to retell the story in own words.
Using the checklist, teacher checks literal and inferential ideas retold.
3. **Session Three:** Child reads passage “The Two Friends and the Bear”.
Teacher asks child to retell the story in own words.
Using the checklist, teacher checks literal and inferential ideas retold.

Average Spontaneous Oral Retell.

Intervention. Introduction of R.I.D.E.R. Strategy and subsequent practice.

Maximum time of sessions: 30 minutes.

This first story was selected because it would be familiar to the student and the aim of the first session is to introduce the R.I.D.E.R. Strategy.

1. **Session Four:** Reread together “The Two Friends and the Bear”.
This will give the student reading practise and cue her into the text type.
Identify the strategy to be taught – R.I.D.E.R.
Discuss the reasons why it is being taught.
Introduce R.I.D.E.R. Bookmark.
Explain the steps of the strategy.
Practise using this strategy on “**The Hare and the Tortoise**”.
Use the R.I.D.E.R. strategy after these sections:
 - Title.
 - First sentence. (Possible vocabulary to be discussed: jeering)
 - Second section – to the word: “try”
 - Third section - “The tortoise” to “quick legs”. (Possible vocabulary to be discussed: trundled)
 - Fourth section – “I’ve plenty” to “sleep”.
 - Fifth section – “Meanwhile” to “walking on”.
 - Sixth section – Last paragraph. (Possible vocabulary to be discussed: whirlwind).

Teacher asks child to retell the story in own words.
Using the checklist, teacher checks literal and inferential ideas retold.
Reflect with the student what was done and why.

This is a more challenging text. Gradually the student will be asked to use the R.I.D.E.R. strategy after longer sections of text during this session.

2. **Session Five:** Reread together “The Hare and the Tortoise”.
Revisit the strategy R.I.D.E.R.
Practise using this strategy on “**The Fox that Ate Too Much**”.
Use the R.I.D.E.R. strategy after these sections:

- Title.
- After the first sentence.
- After the second sentence.
- After the third sentence. (Possible vocabulary to be discussed: hollow.)
- After the fourth sentence.
- After the second paragraph.
- After the third paragraph.
- From “The fox” to “miserable”.
- From “Another fox” to “get out of it?”
- From “As far as I can see” to “The you’ll easily get out”.
- After the last sentence.

Teacher asks child to retell the story in own words.
Using the checklist, teacher checks literal and inferential ideas retold.
Reflect with the student what was done and why.

Consolidating the use of the strategy on a shorter text.

3. **Session Six:** Reread together “The Fox that Ate Too Much”.
Revisit the strategy R.I.D.E.R.
Practise using this strategy on “**The Elephant and His Son**”.
Use the R.I.D.E.R. strategy after these sections:

- Title.
- First paragraph.
- Second paragraph.
- From “Why not?” to “Father Elephant”.
- From “Elephant Son” to “went on reading”.
- From “After a while” to “left foot”.
- From “But my boy” to “certainly is”.
- Last paragraph.

Teacher asks child to retell the story in own words.
Using the checklist, teacher checks literal and inferential ideas retold.
Reflect with the student what was done and why.

Consolidation on this text.

1. **Session Seven:** Reread together: “The Elephant and His Son”

Revisit the R.I.D.E.R. Strategy.

Practice using the R.I.D.E.R. on: “**The Fox and the Raven**”.

Use the R.I.D.E.R strategy after these sections:

- Title.
- First paragraph.
- Second paragraph.
- Third paragraph.
- Last paragraph.

Teacher asks child to retell the story in own words.

Using the checklist, teacher checks literal and inferential ideas retold.

Reflect with the student what was done and why.

Average Spontaneous Oral Retell.

Evaluation. Use the R.I.D.E.R. for post intervention statistics.

1. **Session Eight:** Child reads passage “**The Art of Reading**”.

Use the R.I.D.E.R. strategy after these sections:

- Title.
- First paragraph.
- From “Let’s go” to “art of reading”.
- From “Well, I’ve never” to “and writing”.
- From “The horse raised” to “said the horse”.
- From “The wolf” to “down dead”.
- Last paragraph.

Teacher asks child to retell the story in own words.

Using the checklist, teacher checks literal and inferential ideas retold.

2. **Session Nine:** Child reads passage “**The Young Rooster**”.

Use the R.I.D.E.R. strategy after these sections:

- Title.
- From “A young Rooster” to “slipped away”.
- From “Early the next morning” to “to make”.
- From “The sun” to “to the Rooster”.
- From “This is a disaster” to “hear you?”
- From “Very early” to “with a start.”
- From “What a noise” to end.

Teacher asks child to retell the story in own words.

Using the checklist, teacher checks literal and inferential ideas retold.

Teacher does a running record on this book noting reading behaviours.

Average Spontaneous Oral Retell.

Appendix Six. Tables and Graphs of results for Spontaneous Oral Retell.

Texts to Establish a Baseline

The Council of Mice

The Fox and the Stork

The Two Friends and the Bear

The Council of Mice

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Main characters are mice and a cat	L	
2. They were enemies	L	
3. Mice had a meeting to discuss ways to get rid of the cat	L	
4. They planned and argued	L	
5. Nothing was decided	L	
6. Then a young mouse had an idea to tie a bell around the cat's neck	L	v
7. All the mice thought this was a good idea	L	
8. The old mouse agreed but wanted to know who would put the bell on	L	
9. The mice made a committee to talk it over	L	v
10. Kept discussing it but no-one could decide	L	
11. The more things are discussed the harder it gets to make decisions	IN	
12. It is hard to make difficult decisions	IN	
Literal= 2 Inferential= 0	TOTAL SCORE	2 /12
	Percentage retold	33 %

The Fox and the Stork

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Two main characters (Fox and Stork)	L	v
2. Fox invited stork to dinner by stork	L	v
3. Fox gave stork soup in a shallow plate	L	
4. Stork was unable to drink it with his long beak	L	v
5. Stork went hungry but remained polite	L	
6. Fox ate all the food	L	
7. Stork invited fox to dinner	L	
8. Gave fox food in a tall jar that the fox couldn't eat from	L	v
9. Stork ate all the food	L	
10. Stork paid back the fox for his rudeness	IN	
Literal= 4 Inferential= 0	TOTAL SCORE	4 /10
	Percentage retold	40 %

The Two Friends and the Bear

(1 mark for each idea/event spontaneously retold)

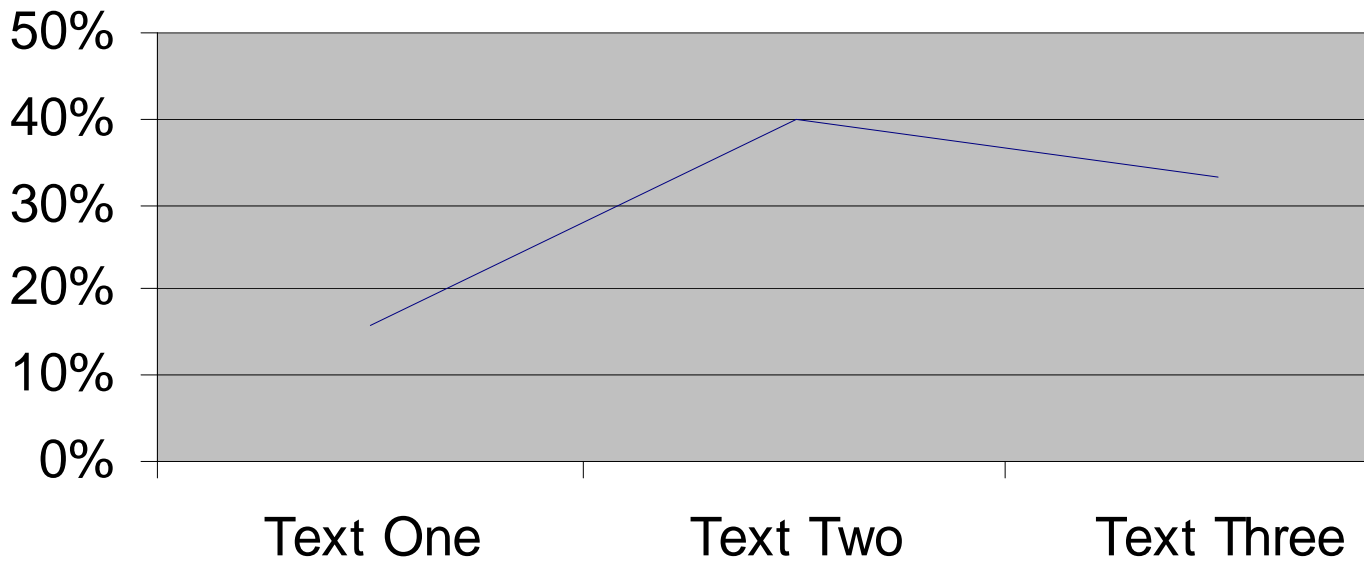
L = literal IN=Inferential

1. Two main characters are friends	L	v
2. They were walking in a forest	L	
3. A bear came along	L	v
4. One friend quickly hid in the tree leaving his friend	L	v
5. The other friend tried to act like he was dead so the bear would leave him alone	L	
6. The bear sniffed him but the man held his breath	L	
7. The bear left him alone	L	
8. The friend came down from the tree	L	
9. He thought the bear had whispered something in his friend's ear	L	v
10. His friend told him the bear said don't walk with a friend who will leave you on your own(in the lurch)	L	
11. Bear had only sniffed the clever friend's ear. It didn't speak at all	IN	
12. The friend was not such a good friend after all	IN	
Literal= 4 Inferential= 0	TOTAL SCORE	4 /12
	Percentage retold	33 %

Table of Baseline Texts.

Date	Text	Score	Percentage
15/5/02	The Council of Mice	2/12	16%
16/5/02	The Fox and the Stork	4/10	40%
17/5/02	The Two Friends and the Bear.	4/12	33%
		Average Percentage	29.6%

Baseline Graph



Texts for Intervention

The Hare and the Tortoise The Fox that Ate Too Much The Elephant and His Son The Fox and the Raven

The Hare and the Tortoise

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Two characters a tortoise and a hare	L	v
2. Tortoise teased by the hare for being slow	L	
3. Tortoise challenged hare to a race	L	v
4. Tortoise believed he could win	L	
5. Hare was not serious and was playing around and being silly	L	v
6. Hare thought he could win on speed	L	v
7. Hare took a nap during the race	L	v
8. Tortoise slowly walked on past the sleeping hare	L	v
9. Tortoise won the race	L	
10. Doesn't pay to brag	IN	
11. Slow and steady wins the race	IN	
Literal=6 Inferential=0	TOTAL SCORE	6/11
	Percentage retold	54 %

The Fox that Ate Too Much

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Main characters are two foxes	L	v
2. Fox was in the forest looking for food	L	
3. The fox was thin an hungry	L	v
4. The fox found a hollow tree with a sack full of food	L	v
5. The food had been hidden by a thief	L	
6. Fox ate all the food	L	v
7. The fox got as fat as a football	L	
8. The fox got stuck in the tree and couldn't get out	L	v
9. A second fox came along and told the first fox that he was in a "Fix" (trouble)	L	v
10. The first fox asked the second fox how could he get out	L	v
11. Second fox said the first fox must stay in the tree until he was thin enough to get out	L	v
13. Second fox said "time heals all wounds" (In time the problem will be solved)	IN	
Literal=8 Inferential=0	TOTAL SCORE	8 /12
	Percentage retold	66 %

The Elephant and His Son

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Main characters are father elephant and his son	L	v
2. They were at home one evening	L	
3. Son was singing	L	v
4. Father asked him to be quiet because he couldn't concentrate on reading the paper	L	v
5. Father explained he could only think of one thing at a time	L	
6. Father lit a cigar and continued to read the newspaper	L	v
7. He didn't notice that he ash had dropped onto his slipper and it was burning his slipper	L	
8. Son told father to pay attention to his slipper as it was on fire	L	v
9. Father tried to ignore his son by saying his paper reading was more important	L	v
10. Son told him his slipper was on fire	L	v
11. Father rushed to put his foot in a bucket of water	L	v
12. Need to pay attention to what is happening around you	IN	
13. Father had thought reading the paper was more interesting and important	IN	
Literal= 8 Inferential= 0	TOTAL SCORE	
	8 /13	
	Percentage retold	
	61 %	

Fox and the Raven

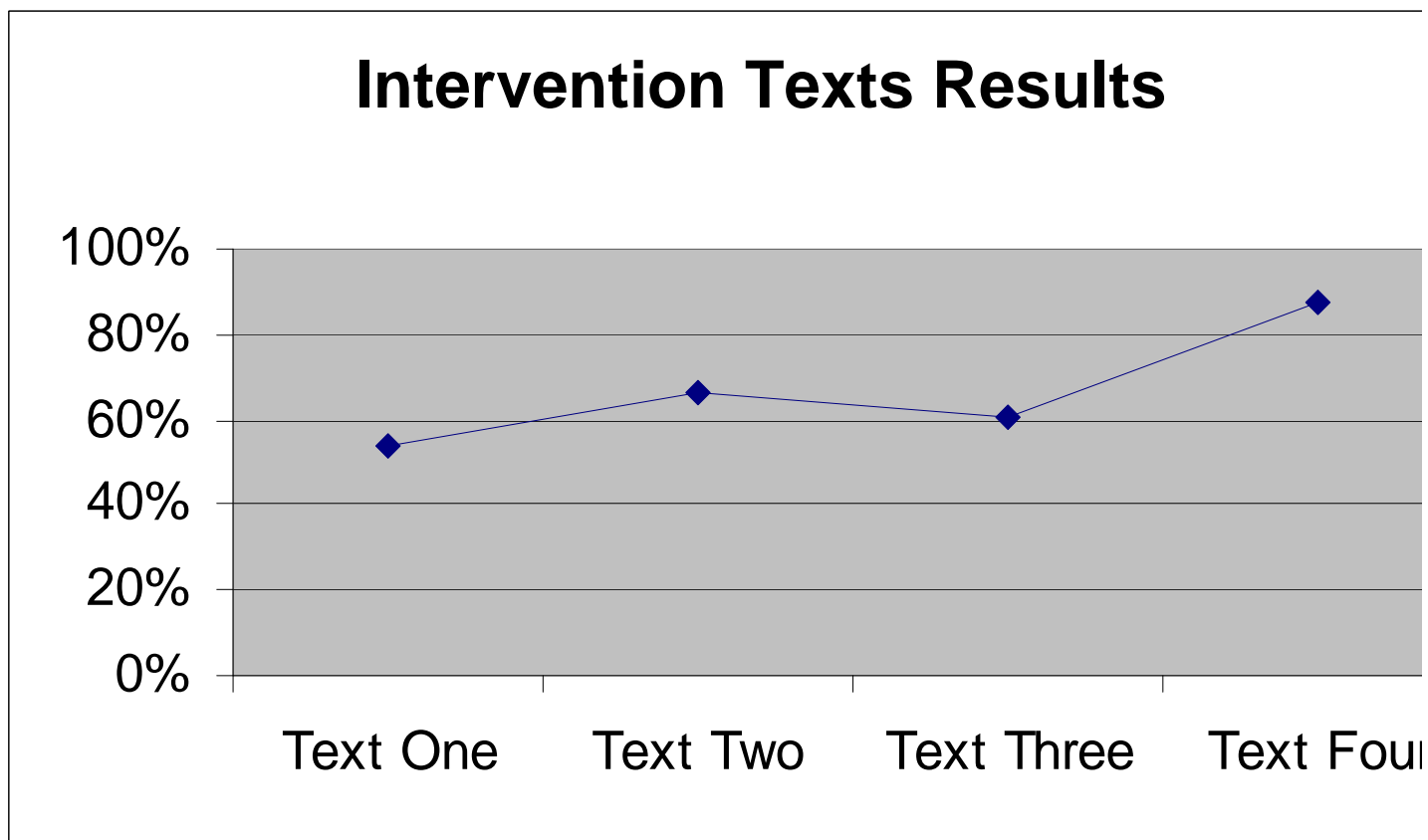
(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Main characters are Raven and Fox	L	v
2. Raven stole some cheese and flew to the top of the tree	L	v
3. Fox flattered raven, saying what beautiful feathers the Raven had	IN	v
4. Fox said he would love to hear the raven's lovely voice	L	v
5. Raven was very pleased at being flattered and began to caw	L	v
6. When he did this he dropped the cheese	L	v
7. The fox caught the cheese and ate it up	L	v
8. Don't be tricked/fooled by flattery	IN	
Literal= 6 Inferential= 1	TOTAL SCORE	
	7 /8	
	Percentage retold	
	87.5 %	

Table of Intervention Texts.

Date	Text	Score	Percentage
20/5/02	The Hare and the Tortoise	26/11	54%
21/5/02	The Fox that Ate Too Much	8/12	66%
23/5/02	The Elephant and His Son	8/13	61%
24/5/02	Fox and Raven	7/8	87.5%
		Average Percentage	67%



Texts for Testing

The Art of Reading *The Young Rooster*

The Art of Reading

(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

1. Main characters are fox, wolf and horse	L	v
2. Fox saw a horse and had never seen one	L	
3. The fox ran away frightened	L	v
4. He was frightened because he didn't know it's name and it looked strange	L	v
5. The fox met a wolf and asked what was the name of the animal(Horse)	L	v
6. The wolf didn't know it's name either, so they decided to find out	L	
7. The wolf asked the horse but it said it had forgotten	L	v
8. Horse said it's name was written on it's hoof and they could read it if they knew how to read (Art of reading)	L	
9. Fox couldn't read it as had never been to school	L	v
10. Wolf bragged he'd read it as he could read words and writing	L	
11. Horse tricked the wolf to come closer and closer so it could read it	IN	v
12. The horse kicked the wolf and it died	L	v
13. There was no writing only nails in the horse shoe	L	
14. Fox ran away	L	v
15. Fox thought to himself that you need to understand the writing you are reading	IN	
Literal =9 Inferential=1	TOTAL SCORE	10 /15
	Percentage retold	66.6 %

The Young Rooster

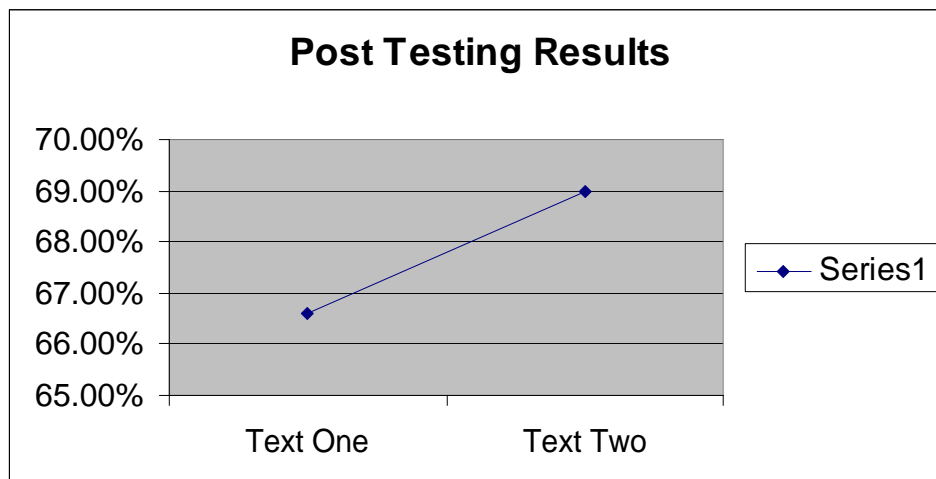
(1 mark for each idea/event spontaneously retold)

L = literal IN=Inferential

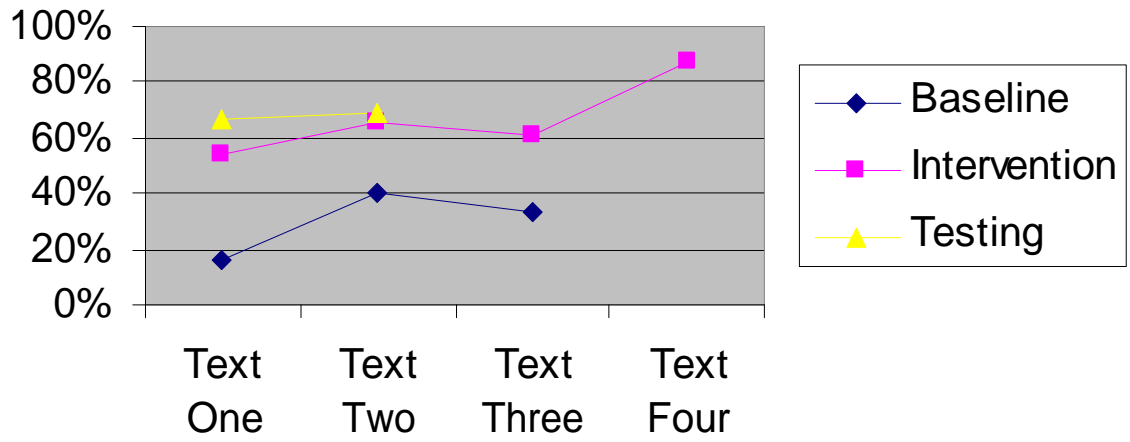
1. Two main characters are the old (father) and the young rooster(Son)	L	v
2. Father was in bed	L	
3. Father asked his son to come to his bedside	L	v
4. Father was old and dying	IN	
5. Son was sad as he watched his father die	IN	
6. Father asked son to crow up the morning son each day from now on	L	v
7. The next day tried his best to crow up the sun	L	v
8. His crow was too weak and the sun didn't come up	L	v
9. The animals complained, said he'd have to try harder	L	v
10. Next day tried again and did a very loud crow	L	v
11. The animals complained that it was too loud	L	v
12. Rooster apologized but was proud of his loud crow because the sun came up	IN	.5
13. If you don't succeed at first keep trying	IN	.5
Literal=8 Inferential= 1	TOTAL SCORE	
	9 /13	
	Percentage retold	
	69 %	

Table of Testing Texts.

Date	Text	Score	Percentage
28/5/02	The Art of Reading	10/15	66.6%
29/5/02	The Young Rooster	9/13	69%
		Average Percentage	67.8%



Comparison of All Texts



Appendix Seven: Prose Reading Aloud Analysis and Summary Tables.

Prose Reading (Reading Aloud) Analysis Table

v=Read correctly X=No P=Partially

Student Name: Student A

Text Title: The Young Rooster.

Date: 29/05/02

First ten errors from text.

Text word or phase	What was read (include hesitations)	Text Re-read?	Error corrected?	Meaning retained?	Sentence sensible?	Fits with grammar?	Looks like text?	Sounds like test?
A	The	X	X	v	v	v	X	X
Summoned	Smuddered	X	X	X	X	X	P	X
Aged	Agled	X	X	X	X	X	v	P
Sadly	Suddenly	v	X	X	v	v	P	X
Early	Ery	X	X	X	X	X	P	X
Flew	Fell	v	v	v	v	v	v	v
Stood	Stored Standed	v X	X X	X v	X P	X X	P P	P X
Scratchy	Star Starting	v X	X X	X X	X X	X X	P P	X X
Sound	Sudden Sun	v X	X X	X X	X X	X X	P P	P X

Prose Reading (Reading Aloud) Analysis Table
Summary Data

v=Read correctly X=No P=Partially

Student Name: Student A

Text Title: The Young Rooster.

Date: 29/05/02

Text word or phase	What was read (include hesitations)	Text Re-read?		Error corrected?		Meaning retained?		Sentence sensible?		Fits with grammar?		Looks like text?		Sounds like test?	
		v		v		v		v		v		v		v	
Summary Data	Hesitations	v	5	v	1	v	3	v	3	v	3	v	2	v	1
		X	7	X	11	X	9	X	8	X	9	X	1	X	8
		P	0	P	0	P	0	P	1	P	0	P	9	P	3

Bibliography.

Babigian, K. *Comprehension reciprocal teaching: An effective pathway to reading.* (2002) Fresno, CA. Leadership Curriculum Instruction. Retrieved May 7th, 2002 from the World Wide Web: <http://www.cascd.org/recipeach.shtml>

Borduin, B.J., Borduin, C.M. & Manley, C.M. (1994). The use of imagery training to improve reading comprehension of second graders. *Journal of Genetic Psychology.* 155(4), 115.

Clark, F.L., Deshler, D.D., Schumaker, J.B., Alley, G.R & Warner, M.M. (1984) Visual imagery and self-questioning: Strategies to improve comprehension of written material. *Journal of Learning Disabilities*, 17(3), 144-149.

Collins, N.D. *Metacognition and reading to learn.* (1994) ERIC Clearinghouse on Reading English and Communication Bloomington IN. . Retrieved May 3rd, 2002 from the World Wide Web: http://www.ed.gov/databases/ERIC_Digests/ed376427.html

Gersten, R. & Baker, S. *Reading comprehension instruction for students with learning disabilities.* (1999) National Centre for Learning Disabilities. Oregon. . Retrieved May 7th, 2002 from the World Wide Web: http://www.nclld.org/research/nclld_reading_comp.cfm

Hammond, J. (Eds.). (2001). *Scaffolding: Teaching and learning language and literacy education* .Newtown. Primary English Teaching Association.

Knuth, R.A. & Jones, B.F. *What does research say about reading?* (1991) North Central Regional Educational Laboratory. Oak Brook. Retrieved May 5th, 2002 from the World Wide Web: http://www.ncrel.org/sdrs/areas/stw_esys/str_read/htm

Lindstrom, C. (1995). Empower the child with learning difficulties to think metacognitively. *Australian Journal of Remedial Education*, 27(2), 28-31.

Lyon, G. R. *Why reading is not a natural process.* (1998). Educational Leadership. Bethesda. Retrieved May 7th, 2002 from the World Wide Web: <http://www.ascd.org/readingroom/edlead/9803/lyon.html>

Lyon, G. R. *The NICHD research program in reading development, reading disorders and reading instruction.* (1999). National Center for Learning Disabilities. USA. Retrieved May 7th, 2002 from the World Wide Web: http://www.nclld.org/research/keys99_nichd.cfm

Mather, N. & Goldstein, S. *Thinking with language, images and strategies*. (2001). LD Online. Baltimore. Retrieved May 5th, 2002 from the World Wide Web: http://www.Idonline.org/ld_indepth/speech-language/thinking_with_language.html

Quatroche, D. J. *Helping the underachiever in reading*. (1999). ERIC Clearinghouse on Reading English and Communication Bloomington IN. Retrieved May 3rd, 2002 from the World Wide Web: http://www.ed.gov/databases/ERIC_Digests/ed434331.html

Smith, C.B. *Helping children overcome reading difficulties*. (1992). ERIC Clearinghouse on Reading English and Communication Bloomington IN. Retrieved May 3rd, 2002 from the World Wide Web: http://www.ed.gov/databases/ERIC_Digests/ed344190.html

Standiford, S.N. *Metacomprehension*. (1984). ERIC Clearinghouse on Reading and Communication Skills Urbana IL. Retrieved May 3rd, 2002 from the World Wide Web: http://www.ed.gov/databases/ERIC_Digests/ed250670.html

Wilson, J & Wing Jan, L. (1993) *Thinking for themselves*. Victoria. Eleanor Curtain Publishing.

Whitehead, D. (1986) What shall we teach children to help them comprehend? *Australian Journal of Reading*, 9(2), 59-69.

This document was created with Win2PDF available at <http://www.daneprairie.com>.
The unregistered version of Win2PDF is for evaluation or non-commercial use only.