Cued use of the R.I.D.E.R strategy improves the listening comprehension of Year One students.

ABSTRACT

Reading is a complex process. It involves the reader being able to decode words whilst also thinking about the meaning of those words. A proficient reader is one that is adept at both decoding and being able to extract meaning from print. Comprehension is an area of reading in which many students experience difficulty – even those who possess sound decoding skills. One cause of poor comprehension has been identified as the inability to visualise and create meaningful mental images when reading. Research on the development of comprehension skills affirms that the strategy of visualisation is an effective tool for improving students’ comprehension.

The present study examined explicit instruction in the R.I.D.E.R strategy with a hypothesis stating cued use of the R.I.D.E.R strategy improves the listening comprehension of Year One students. This study compared two groups of students; an intervention group of four students who received explicit instruction in the R.I.D.E.R strategy and a control group of four students who did not receive any form of intervention. All students were pre and post tested using the same measures. The intervention sessions took place in the classroom as part of the normal Literacy program and during each intervention session students were cued to use the R.I.D.E.R strategy and create mental images about the text they listened to.

Results indicate support for the hypothesis as the listening comprehension scores for all students in the intervention group improved following the period of intervention. Findings of the study suggest that teaching students to visualise using the R.I.D.E.R strategy results in students being able to retell a greater number of ideas and events from texts they have been read.
This study supports the work of various researchers who found that comprehension outcomes are improved when students are taught to visualise.

The implication for teaching practice arising out of this study is that comprehension strategies must be deeply embedded in the classroom reading program and instruction of the strategies must be explicit and repetitive.
INTRODUCTION

Learning to read is a difficult process. Not only do readers have to deal with the demands of decoding what they are reading, they must also understand what they are reading – they must comprehend. Harvey and Goudvis (2000) talk about the reading process involving a two-pronged attack – it requires the reader to be able to crack the alphabetic code to read words and think about the meaning of those words. Center, Freeman, Robertson and Outhred (1999) suggest that a proficient reader is one that is adept at both decoding and being able to extract meaning from print.

Comprehension is a complex process, which various researchers have attempted to explain in a number of ways. Graham and Bellert (2005, p.73) suggest, “The primary function of reading is extracting meaning from text.” In the text ‘Strategies that work’, Harvey and Goudvis (2007) highlight the active role of the reader in constructing meaning and understanding what they are reading. Bell (1991) identifies that comprehension includes being able to recall facts, understand the main idea, make inferences, draw conclusions, predict and evaluate. Researchers are united in the belief that comprehension instruction must be deeply embedded in classroom practice. Mastropierei and Scruggs (1997, p.197) state, “Reading comprehension is, arguably, the most important academic skill learned in school”.

Whilst many children in the early years of schooling learn to become competent decoders they continue to experience difficulty in comprehending what they are reading. Bell (1991, p.253) states simply, “Many good decoders are not able to comprehend efficiently”. Gee (1998), examining children who experience difficulties learning to read, explains that these students expend so much effort on the process of decoding that they have very little attention left to attend to the process of meaning-making. If, as Gee (1998, p.246) purports, “The goal of reading is to understand the text, and reading only really occurs when it is understood” a large proportion of good decoders are apparently
not achieving what we know good readers do. Oakhill (1982; cited in Center et al., 1999) identifies that poor comprehenders fail to remember and understand connected text. Very frequently, a lack of understanding of what is being read leads to the reader becoming disengaged and at worst, a reluctant reader.

According to Gill (2008) the most recent research on comprehension instruction has focused on identifying the strategies that a good reader uses implicitly and instructing poor comprehenders in the use of these strategies. A number of research studies have revealed the following strategies to be effective tools for improving comprehension:

- activating prior knowledge
- generating questions while reading
- visualising the text
- summarising and;
- analysing the structure of stories

(Pressley and Afflerbach, 1995; cited in Gill, 2008)

Visualisation is the ability to construct mental images as one reads. According to Menner (2007, no page number available online) “The forming of mental images as we read is crucial to the extensive comprehension of a text.” There exists a powerful body of evidence to support the premise that visualisation improves comprehension (Gambrell and Bales, 1986, Pressley, 1976, Sadoski, 1985; cited in Center et.al, 1994; Sheikh and Sheikh, 1985; cited in Mastropieri and Scruggs, 1997; Clark, Deshler, Schumaker, Alley and Warner, 1984). Hibbing and Rankin-Erickson (2003, p.760) state explicitly “Research on mental imagery demonstrates that comprehension of text is enhanced when students are prompted or taught to use mental imagery.” After Oliver (1982; cited in Bell, 1991, p.250) had concluded his research into visual imagery and it’s effect on reading comprehension in children he was able to conclude, “Teachers should try to help children develop the metacognitive skill of visual imagery as a strategy for improving comprehension….Visualisation enhances comprehension.”
It is thought that creating visual images improves comprehension in three ways. Firstly, it enables details from the text to be stored as ‘chunks’ of information thus freeing up storage space and increasing the capacity of the student’s working memory. Secondly, when generating visual images it appears the student is involved in making comparisons or analogies – that is matching stored knowledge and experiences with information in the text. Thirdly, imagery acts as an organisational tool for storing meaning gained from the text. (Long, Winograd and Bridge, 1989; cited in Bell, 1991).

Furthermore, researchers suggest that the generation of meaningful images has multiple effects on a reader. It enhances the degree of engagement and enjoyment in reading (Harvey and Goudvis, 2007; Woolley and Hay, 2004) thus contributing to the development of lifelong reading habits. In addition it engages students in the habit of actively thinking about what they are reading thereby resulting in greater retention and understanding (Puett Miller, 2004).

“When readers visualise they are actually constructing meaning by creating mental images…teaching children to construct their own mental images when reading helps them to stop, think about and understand the information” (Harvey and Goudvis, 2007, p.18 & 19). In their work with low-ability readers who experienced difficulties visualising, Hibbing and Rankin Erickson (2003) discuss the use of two techniques that can be successfully employed to assist students in generating meaningful images. Firstly they use the analogy of a ‘television in the mind’. This analogy assists the reader in recognising that there is more to the reading process than simply barking at the words – reading involves watching images that you create on a ‘mental screen’ as you engage with a text. Central to this approach is that the pictures on the mental screen need to match the words of the text. Secondly, they discuss the use of drawings to help students who are unable to create a picture in their mind due to such factors as difficulty decoding words in the text, a lack of background knowledge or limited vocabulary.
Puett-Miller (2004, no page number available online) affirms this, stating, “The physical act of creating a picture can help students grasp the concept of visualisation.”

Clark, Deshler, Schumaker, Alley and Warner (1984) devised the R.I.D.E.R strategy to assist students with poor visual imagery skills. The strategy involves the following steps:

- **Read** - read the first sentence
- **Image** – try to make a picture in your mind
- **Describe** – describe your image
- **Evaluate** – evaluate the image for completeness. Adjust your image if necessary
- **Repeat** – read the next sentence and repeat the steps

This strategy, The RIDER strategy requires a student to read a passage and to create images that are representative of the content of the passage and was shown by Clark et al. (1984) to be successful in improving comprehension.

In her research identifying imagery as critical to basic comprehension, Bell (1991, p.248) notes that “Good comprehenders reported good imaging and poor comprehenders reported weak imaging.” Research has demonstrated that poor readers do not acquire strategic reading behaviours in the manner that good readers do. That is, they do not acquire these strategies by themselves (Swanston and De La Paz, 1998). Readers who do not visualise are considered non-strategic readers and many of these low ability readers who experience comprehension difficulties are not able to describe images they form in their mind as they read (Hibbing and Rankin-Erickson, 2003).

There exists a strong base of evidence to support the idea that imagery training can improve students’ comprehension (Oakhill and Yuill, 1995; cited in Center et al, 1999; Wooley and Hay, 2004; Pressley, 1976; cited in Woolley and Hay, 2004). Studies involving the teaching of visual imagery training to poor comprehenders reveal an improvement in memory and comprehension (Center et al. 1999).

A review of literature on the topics of comprehension and visualisation reveals a common thread on which all researchers agree - that is the need for explicit instruction
of comprehension strategies. Menner (2007), in discussing those strategies which research has shown to be successful in improving comprehension emphasises that for ‘effective’ comprehension development to occur it is vital that teachers give a name to the strategy and explain its purpose. When explicit teaching of these metacomprehension strategies occurs, the reader is able to use them to construct meaning when they interact with the text. “The National Reading Panel (Institute of Child Health and Human Development, 2000) reported that when informed and professional teachers applied research based explicit strategy instruction in the classroom there was an improvement in comprehension.” (Woolley and Hay, 2004, p.85)

Studies with students in the early years of schooling reveal that visualisation can be taught resulting in improved recall of text (Pressley, 1976; Romeo, 2002; cited in Woolley and Hay, 2004) and improved listening and reading comprehension (Center et al., 1999). As a result of their research with low listening comprehenders, Center et al. (1999) propose that visualisation instruction does not need to be delayed until students have sufficiently developed decoding skills, provided that the visualisation instruction is undertaken in the context of listening comprehension.

Woolley and Hay (2004) identified some key elements in the teaching of visualisation. These include teacher explanation, teacher modelling, scaffolding through guided practice and independent practice. Repeated instruction on a range of texts is also suggested as a key factor in the teaching of visualisation (Block and Pressley, 2003; cited in Onofrey and Theurer, 2007). Research indicates that an effective model for teaching young children comprehension-based strategies is the Gradual Release of Responsibility model (Pearson and Gallagher, 1983; cited in Pardo, 2004). Fielding and Pearson (1994) have identified four components of comprehension instruction to be used with the model:
1. Teacher modelling – the teacher explains the strategy and demonstrates how to apply it. During this phase they think out aloud to model the mental processes used when visualising.

2. Guided Practice – Following explicit modelling, the teacher and student practise the strategy together whilst the teacher scaffolds the students’ attempts at using the strategy.

3. Independent Practice – Students attempt to apply the strategy on their own whilst still continuing to receive feedback from the teacher.

4. Application of the strategy in real reading situations – The student is able to apply the strategy when interacting with a text.

Whilst working collaboratively with the students, the teacher slowly withdraws the amount of support they provide as the students become more confident, knowledgeable and capable. Thus the students assume more responsibility for applying the strategy as they interact with text.

This present investigation aims to extend the earlier research by examining the influence of the cued use of the R.I.D.E.R strategy on listening comprehension.

**Hypothesis:** Cued use of the R.I.D.E.R strategy improves the listening comprehension of Year One students.
METHOD

Design

The study uses a case study OXO design. Gains in listening comprehension, following cued use of the R.I.D.E.R strategy, were monitored for Year One students. The study compares two groups of students, an intervention group and a control group. Explicit teaching of the R.I.D.E.R strategy was given to the class to which the intervention students belonged. During this time they were cued in the use of this strategy on text

Participants

The participants are Year One students taken from the two Year One classes within the school. A total of eight students participated in the study – four from each class. The four students from the class that the researcher teaches became the intervention group and the remaining four students from the other class were designated as the control group. Students were chosen to participate in the study based on their text reading level, which was assessed at the beginning of the current school year as part of the Prep – Year Two Literacy Testing. It was decided to have a cross section of reading and comprehension abilities represented in the student sample to ascertain the effect the R.I.D.E.R strategy has on students of differing decoding and comprehension abilities. The students chosen were matched as closely as possible in an effort to make sure that each group had a similar cohort of students. For the purposes of the study it was decided not to select Reading Recovery participants to be part of the intervention or control groups due to the amount of time they are withdrawn from the classroom environment. Reading Recovery students took part in the teaching sessions; they were just not selected to use their data. Relevant details for the participants are shown in Table 1.
Table 1 Participant Information

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Materials

Pre and Post Test Assessments:

- **Running Records – Alpha Asses series (PRE TEST only)**

  Students read passages of text from books, which have been specially designed to provide information on their literacy development, and are levelled using Fry’s Readability Procedure. The reading level of the student is ascertained by having them continue to read levelled texts until they encounter two consecutive texts levelled at ‘difficult’ (below 90% reading accuracy). The students’ level is recorded as the last text they read at the ‘easy’ or ‘instructional’ level before the two difficult texts. The test provides a record of text reading behaviour.

- **Record of Oral Language**

  Students listen to sentences being read to them by the researcher/teacher and attempt to repeat them exactly as they have been said. The teacher records the students’ response. The sentences become increasingly complex in nature. A point is awarded for each sentence repeated correctly. The test provides a measure of the students’ level of language performance.
• **Munro Test of Listening Comprehension** (Refer to Appendix Four)

Students listened to a short passage of text. At the completion of the passage, students were asked to recall the story. A checklist was devised for the passage of text and points were allocated for each of the main ideas/events students were able to recall. The test provided a measure of students’ listening comprehension.

• **Spontaneous and Cued Retell Analysis (Munro)** (Refer to Appendix Five and Six)

Both texts levelled at instructional for Year 1 using Fry’s Readability Procedure. Students listened to a text being read to them. At the completion of the story, students were asked to retell the story in their own words (spontaneously) before cued questions were used to elicit any further details. A checklist was devised for the text and points were allocated for each of the main ideas/events students were able to retell under spontaneous and cued conditions. The test provided a measure of students’ comprehension (literal and inferred) of the text.

• **Visualisation Task (Munro)** (Refer to Appendix Seven and Eight)

Students were read sentences from a text; initially it was single sentences eventually building up to two or more sentences. After listening to the sentence/s students were asked to draw their visualisation. It was explained to students that the focus of the activity was not on the quality of the drawing, rather the details they included in the picture. After completing the drawing, students were asked to discuss/describe their drawing. A checklist was devised for the text and points were allocated for each of the main ideas/events students included in their visualisation (either drawing or description). The test provided a measure of students’ ability to create mental imagery.

• **Teaching Sequence** (Refer to Appendix Two)

10 lessons providing explicit instruction in the use of the R.I.D.E.R strategy
• **Teaching texts**

Session 1 - The Messy Pony (Alpha Assess, Text Level 14) levelled at instructional for Year 1 using Fry’s Readability Procedure.

Sessions 2 to 10 - Nine fiction texts taken from E.R.I.K program (University of Melbourne and Catholic Education Office) levelled at instructional for Year 1. They contained a high degree of imageable content. The text format was consistent in appearance including a title and pictorial content limited to a few black and white illustration/s. These texts were selected as they provided minimal visual support for students; therefore there was less likelihood their visualisations would be influenced by the illustrations.

• **R.I.D.E.R Cue Cards** (Refer to Appendix Three)

Cards used to provide a visual prompt and cue students in the use of this strategy on text

• **Student Journals** (Refer to Appendix Nine)

During intervention teaching sessions (two through six) students drew the visualisations they made in a scrapbook whilst listening to text being read (at the Describe phase of the R.I.D.E.R strategy).

• **Dictaphone**

Used to record students responses during teaching sessions and pre and post testing

**Procedure**

The students’ listening comprehension was tested using the following measures. The students’ ability in listening comprehension was established to determine whether or not by teaching students to visualise, listening comprehension, in turn improved.
• **Pre Testing**

All students were withdrawn from the classroom and pre tested one on one using the following measures. The tasks were presented to the students in the following order:

- Running Record on Text
- Record of Oral Language
- Munro Test of Listening Comprehension
- Spontaneous and Cued Retell (Great Lion and Tiny Mouse)
- Visualisation Task (The Pocket Dogs Go on Holiday)

Each of the students' responses was recorded on the dictaphone to allow for an accurate collection of data. Raw scores were calculated for each of the pre tests and converted to percentages then to averages to allow for direct comparison between students (Refer to Appendix One).

With the exception of the Running Record assessment, pre testing of all students took place one week prior to the teaching of the intervention sessions.

• **Teaching Sequence**

The intervention sessions were conducted over a three-week period with one of the Year One classes, of which the researcher is the classroom teacher.

All students in the class, not only the intervention group, participated in ten forty-minute sessions. The whole class sessions were conducted in the classroom each morning from 9:00am as part of the shared reading component of the literacy program. Over the course of the ten sessions the R.I.D.E.R strategy, developed by Clark, Deshler, Schumaker, Alley and Warner (1984), was explicitly taught and students were cued to use it on text. This visual imagery strategy entailed teaching the following steps. For the purposes of this study, the researcher made two modifications to the R.I.D.E.R strategy. They are indicated in *italics*. 

12
1. **Read**  
*Read a sentence*  
*(Teacher reads the sentence to the students)*

2. **Imagine**  
Try to make an image – a picture in your mind

3. **Describe**  
*Draw your image – in your journal draw the picture you have made in your mind*  
Describe your image

4. **Evaluate**  
Evaluate your image and check if it matches the sentence

5. **Repeat**  
Read the next sentence and repeat steps 1 – 4

The teaching sequence was modelled on the gradual release of responsibility model (Pearson and Gallagher, 1983; cited in Pardo, 2004). The four components of comprehension instruction identified by Fielding and Pearson (1994) - teacher modelling, guided practice, independent practice and application of the strategy in real situations were built into the intervention sessions.

Described below is a brief overview of the sequence and content of the sessions. A detailed description of each session can be found in Appendix Two.

**Session One**

Students were introduced to the strategy of visualising (using the description taken from John Munro’s sequence for teaching visualising). This session focused on teaching students to visualise individual words, then single sentences. Using words taken from the text ‘The Messy Pony’ the teacher modelled the process of visualising individual words and drawing the picture that she had made in her mind. The students were each given a journal and the purpose of the journal was explained. The students then attempted the task of visualising individual words and drawing their visualisations. The same procedure was then followed when introducing how to visualise a whole sentence.
At the completion of the session, the teacher explicitly named the strategy again, revisited what it involved and summarised how it helps to understand what you are reading. Students were invited to share what they enjoyed about the session and what they learnt.

- **Session Two**

The session began with a revision of visualising at the word and single sentence level. Following this recap, students were shown a new text and invited to make predictions about the text. Students were then introduced to the R.I.D.E.R strategy. The R.I.D.E.R cue cards were presented and it was explained how this strategy would help them to visualise. Using the cue cards, the teacher modelled the process of using the R.I.D.E.R strategy to visualise single sentences. The teacher then cued the students to use the R.I.D.E.R strategy to visualise single sentences. There was a high degree of scaffolding as the teacher ‘stepped’ the students through each stage of the R.I.D.E.R strategy. Students recorded their visualisations in their journal. At the conclusion of the text, working in pairs, students took it in turns to retell the story they had just heard. At the completion of the session, students reflected on and explicitly verbalised what they had learnt.

- **Sessions Three to Six**

Sessions three through six followed a similar procedure to session two. Each session began by rereading the text from the previous day and the teacher and students revisited the visualisations they had made. The new text was then introduced and students encouraged to make predictions about the text. Using the cue cards, each step in the R.I.D.E.R strategy was revised. Using a read to strategy the teacher read the text to the students, stopping at various intervals to cue students in the use of the R.I.D.E.R strategy. The high degree of scaffolding remained as the teacher continued to step the students through each stage of the R.I.D.E.R strategy. During sessions three and four students worked at single sentence level. By sessions five and six, students were
visualising pairs of sentences. Students recorded their visualisations in their journal. At the conclusion of each text, working in pairs, students took it in turns to retell the story they had just heard. At the completion of the session, students reflected on and explicitly verbalised what they had learnt.

- **Sessions Seven to Ten**
  Sessions seven through ten followed a similar procedure to sessions three to six in that each session began by rereading the text from the previous day. The teacher and students revisited the visualisations they had made. A new text was then introduced and students encouraged to make predictions about the text. For the final four sessions the degree of teacher scaffolding was decreased to allow for a greater degree of independent practice by the students. The teacher continued to cue the use of the R.I.D.E.R strategy with the cue cards but did not walk students through each step of the strategy. In addition to this, the drawing element at the ‘Describe’ stage was removed so that the description became oral only. For sessions seven and eight, the students worked at single sentence level and for the last two sessions (nine and ten) the students visualised pairs of sentences. At the conclusion of the text, working in pairs, students took it in turns to retell the story they had just heard. At the completion of the session, students reflected on and explicitly verbalised what they had learnt.

- **Post Testing**
  In the week following the completion of the intervention sessions all students were withdrawn from the classroom and post tested one on one using the same measures that were used during the pre testing phase. Tasks were presented to the students in the following order:
  - Record of Oral Language
  - Munro Test of Listening Comprehension
  - Spontaneous and Cued Retell (Great Lion and Tiny Mouse & Pigs Love Mud!)
  - Visualisation Task (The Pocket Dogs Go on Holiday & Mr Moo)
Two additional tasks were included in the post testing phase and were carried out to gain extra information about the hypothesised improvements in students’ listening comprehension. An additional retell (spontaneous and cued) and visualisation task were completed on unseen texts. Both the intervention and control groups completed these additional tasks.

During post testing on each of these measures students in the intervention group were asked what they could do whilst they were listening to the text being read to them. If they did not mention visualising as a strategy they could use, they were prompted to do so by the researcher. The cue cards that were used during the teaching sessions were placed in front of these students during the post testing sessions to provide an explicit reminder to implement the R.I.D.E.R strategy. The control group were post tested under exactly the same conditions that existed during pre testing.

Each of the students’ responses was recorded on the dictaphone to allow for an accurate collection of data. Raw scores were calculated for each of the post tests and converted to percentages then to averages to allow for direct comparison between students (Refer to Appendix One).
RESULTS

Student performance is described in six sections:

1. Oral Language
2. Listening Comprehension
3. Spontaneous and Cued Retell of Seen and Unseen Text
4. Visualisation of Seen and Unseen Texts
5. R.I.D.E.R Strategy Imagery Scores
6. Trends for Individual Students

1. Oral Language

![Record of Oral Language (R.O.L)](image)

*Figure 1: Comparison of Scores on Record of Oral Language Task*
The results in Figure 1 indicate that all but one student made gains in their performance on this task. Students B and C from the Intervention group both improved their scores by 9%. Student D improved minimally, by 5% - of the improvements made by the intervention group it is the smallest gain, however, as indicated in Figure 1 her pre test score was the highest achieved by any student (either intervention or control group) thus creating less potential for a value added component. Student A who did receive intervention recorded a decrease of 19% in her post test score. A closer look at the assessment task reveals that whilst the student often maintained the meaning of the sentence, they substituted words thus resulting in a number of errors.

Interestingly, all students in the control group (Students E-F) also made similar improvements in their post test scores. Student F improved by 7%, Student G by 5% and Student H by 9%. Student F who did not receive any intervention recorded the largest gain, improving by 19%. However, it is once again important to note their pre test score was the lowest achieved by any student (either intervention or control group) thus allowing for a larger value added component. Figure 2 reveals that it was in fact the control group who made the greatest average improvement in the performance on the oral language task.
2. Listening Comprehension

Figure 3 Comparison of Scores on Munro’s Listening Comprehension Task

Figure 4 Average Improvements for Intervention and Control Group – Munro Test of Listening Comprehension

Figure 3 reveals that students in the intervention group (A – D) made the greatest improvement in the area of listening comprehension and ability to recall events spontaneously. Figure 4 reveals that on average, listening comprehension amongst students in the intervention group improved by 21%. During the post testing phase, students in the intervention group (A-D) were prompted to create visual images as they
listened to the story. Student A, who recorded the highest pre test score of 60% of ideas/ events recalled, improved their performance by 10%. Student B who recorded the lowest pre test score of all students (A – E) recorded the largest improvement between pre and post tests being able to recall 35% more ideas/ events. Student C improved his performance by 15% and Student D by 25%. By comparison, the results achieved by students in the control group (E – H) were varied in the absence of any intervention. Students G and H recorded only a minimal improvement of 5% while students E and F recorded a decrease in performance, by 15% and 5% respectively.

3. Spontaneous and Cued Retell on Seen and Unseen Texts

When looking at the results achieved by the students for the spontaneous and cued retell (Figure 5), two trends are evident. Firstly, all students recorded much lower scores on the cued component of the retell task. With the exception of student E (3% difference) and H (14% difference) there were differences ranging from 20% to 43% between scores in what students were able to recall spontaneously and when prompted using cued questions. Secondly, students A, C and D (intervention group) all achieved higher scores for the spontaneous retell than students in the control group prior to any intervention taking place. Student B from the intervention group was the exception, scoring minimally lower (50%) than student F from the control group (53%).

Figure 5 Comparison of Pre Test Scores on Spontaneous and Cued Retell of Text
Figure 6 reveals that following intervention in the form of the R.I.D.E.R strategy, all students in the intervention group (A-D) made improvements in their ability to spontaneously retell a narrative story. Using spontaneous retell as a measure of listening comprehension, Figure 7 reveals that on average, students in the intervention group improved their listening comprehension by 13%. During the post testing phase, students in the intervention group were prompted to form a visual image. Student A
improved her retell by 10%, Student B improved by 16%, Student C improved by 20% and Student D by 6%. It is interesting to note that three of the four students in the control group actually recorded decreases in their spontaneous retell scores between pre and post testing on the seen text. Excluding student G, there was a decrease of between 10% to 20% in their ability to spontaneously retell the story. Student G, despite no intervention, improved his score by 10%.

Figure 8 Comparison of Pre and Post Test Scores on Cued Retell of Seen Text (direct comparison data)

Figure 9 Average Improvements for Intervention and Control Group – Cued Retell of Seen Text
The trends in Figure 8 match those shown earlier in Figure 5, that is, all students performed more strongly in the spontaneous retell as compared to the cued retell task. Figure 8 reveals an inconsistency in the results for cued retell of the seen text with students from the intervention group. Following intervention in the form of explicit teaching of the R.I.D.E.R strategy, students A and C both recorded decreases in the amount of detail they were able to recall under cued conditions whilst student B and D improved by 4% and 7% respectively. Students F, G and H who did not receive intervention actually increased the amount of information they recalled under cued conditions. Only student E recorded a decrease in her score of 13%. Data reveals that cued retell on the seen text was one of the few measures on which the control group outperformed the intervention group (Figure 9).

![Spontaneous Retell of Texts](image)

*Figure 10 Comparison of Post Test Scores on Spontaneous Retell of Seen and Unseen Texts*
In addition to the seen text that was used in the pre and post testing, all students completed a second spontaneous and cued retell on an unseen text during the post testing phase. Overall, all students did not perform as strongly on this task with neither the intervention nor control groups showing an increase in their listening comprehension (Figure 11). Figure 10 reveals that all students in the intervention group recorded a lower spontaneous retell score even when they were prompted to use the R.I.D.E.R strategy and create a visual image as they listened to the text. On the unseen text, student A was only able to retell 50% of the ideas/ events in the story, which was 30% less than for the seen text. Student B recorded the lowest result, only retelling 13% of ideas/ events, a decrease of 50% from the seen text. Student C retold 33% of ideas/ events, a decrease of 37% from the seen text. Student D who achieved the highest result for spontaneous retell on the seen text (83% of ideas/ events) also scored the highest result on the unseen text, being able to retell 63% of ideas/ events. Figure 10 also reveals that there was a smaller difference between the percentage of ideas/ events recalled on seen and unseen text for all students in the control group. Student E recalled 6% less ideas/ events, student G 23% less and student H 7% less ideas/ events. Student F recorded the same result on both texts. As with Student D in the
intervention group who recorded the highest result on both the seen and unseen texts, student E recorded the lowest results on both the seen and unseen texts in the control group.

![Graph of Cued Retell of Texts]

*Figure 12 Comparison of Post Test Scores on Cued Retell of Seen and Unseen Texts*

![Graph of Average Improvement for Intervention and Control Group - Cued Retell on Seen vs Unseen Texts]

*Figure 13 Average Improvements for Intervention and Control Group – Cued Retell of Seen vs. Unseen Texts*

Figure 12 reveals that despite intervention taking place with students A-D, there was no improvement in the amount of detail retold under cued conditions. Once again, student’s
results were poorer on the cued retell. Students A and C recorded the same results for the % of ideas/ events they were able to retell on both the seen and unseen text – 27% and 13% respectively. Student B recorded a decrease of 10% and student D a decrease of 7%. Once again Student D recorded the highest retell results.

All students in the intervention group (E-H) were able to recall fewer ideas/ events under cued conditions on the unseen text. Figure 13 reveals that the average percentage by which the intervention group regressed was less than that of the control group.

4. Visualisation of Seen and Unseen Texts

![Visualisation Task](image)

*Figure 14 Comparison of Scores on Visualisation of Seen Text (direct comparison data)*
Figure 15 Average Improvements for Intervention and Control Group – Visualisation of Seen Text

Figure 14 reveals that all students (A-H) performed strongly on the visualisation task that used the same passage of text for both pre and post testing. The minimum score achieved on this task was 68% by student B during the pre testing phase. This was the highest minimum score achieved on any of the testing measures. Students in the intervention group (A-D) all recorded positive increases in their ability to visualise the same passages of text after listening to them being read aloud. Gains of between 4% (student D) and 12% (student B) were achieved following a period of intervention using the R.I.D.E.R strategy. Student D managed to achieve a maximum score for this task. Whilst the results for student E did not change, the results for students F, G and H all demonstrate a small decrease.
In addition to the text that was used in the pre and post testing, a second text was also used for the visualisation task. As with the retell task where a second post test was carried out on an unseen text, the average results show a decrease in performance by both the intervention and control group (Figure 17). Figure 16 reveals inconsistent results for the intervention group (A-D) with only student B showing improved scores in both post tests – 12% with the seen text and 20% on with the unseen text. This could be
explained by the fact that student B recorded the lowest pre test result of all students (A-E) thus had potential for the greatest value added result after a period of intervention. Student C recorded the greatest decrease between the pre test and post test with the unseen text as well as the greatest difference between the two post test results. Similar trends are evident amongst the control group (E-H) where all students recorded a decrease between their pre test and post test results. Decreases ranged from 12% (student H) to 26% (student F) on the post test with an unseen text.

5. R.I.D.E.R Strategy Imagery Scores

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Key:

1st image = 1st visualisation of text
2nd image = 2nd visualisation of text

0 % = no ideas present in drawing
25% = few ideas present in drawing
50% = ½ ideas present in drawing
75% = ¾ ideas present in
100% = All ideas present in drawing

Table 2 R.I.D.E.R Visualisation Scores
Table 2 presents data that was collected during intervention sessions with students A-D. It indicates that in each of the five sessions in which the students were required to draw their visualisation of the sentence/s that were read to them, some improvement occurred in the students’ listening comprehension. Comparing 1st and 2nd images from each of the sessions, all students showed an increase in the amount of detail they visualised and included in their drawings. Each of the 2nd images from sessions 2 through 6 included a minimum of half of the ideas contained within the sentence/s. Whilst the results of student D are consistently high and demonstrate an improvement in listening comprehension, it is in fact student A whose scores demonstrate the greatest value added component from intervention using the R.I.D.E.R procedure.

6. Trends for Individual Students

The results of Student A indicate that she performed quite strongly across the range of pre and post test tasks. In all bar the cued retell task student A scored at 50% or better. Figure 18 shows that following a period of intervention student A made improvements in the areas of listening comprehension, spontaneous retell (seen text) and visualisation
The value added component for student A was not large, perhaps explained by her strong pre test performance. Interestingly, the greatest decrease in performance was on the R.O.L. On those tasks where student A was tested on an unseen text, her performance did not reflect the positive gains that had been made in spontaneous retell and visualisation.

![Student B Intervention Group – Individual Trends](image)

**Figure 19 Student B Intervention Group – Individual Trends**

The pre test results of student B showed that he performed strongly in the areas of oral language, spontaneous retell (seen text) and visualisation. Figure 19 shows that following a period of intervention student B made improvements in the oral language, listening comprehension, spontaneous and cued retell (seen text) and visualisation (seen and unseen texts) tasks. The area in which there was the greatest value added component was listening comprehension. On the retell task where student B was tested on an unseen text, his performance did not reflect the positive gains that had been made on the retell task with a seen text.
The pre test results of student C reveal that, similar to student B, he performed strongly in the areas of oral language, spontaneous retell (seen text) and visualisation. Figure 19 shows that following a period of intervention student B made improvements on all tasks except spontaneous retell and visualisation on unseen texts. The area in which there was the greatest value added component was spontaneous retell (seen text).

The results of Student D indicate that they performed strongly across the range of pre and post test tasks. In all bar the cued retell task student D scored at 50% or better. In the R.O.L and visualisation tasks she achieved close to the maximum scores. Figure 18
shows that following a period of intervention student D made improvements in the areas of oral language, listening comprehension, spontaneous and cued retell on seen text and visualisation on seen text. The value added figure for each task was small due mostly to the limited scope for improvement resulting from high pre test scores. On those tasks where student D was tested on an unseen text, her performance did not reflect the positive gains that had been made in spontaneous retell and visualisation with a seen text.

Figure 22 shows that student E only scored above 50% on three out of the eight assessment tasks given. Figure 22 also reveals that the only improvement to occur was on the oral language task. In the absence of intervention, scores for each of the tasks decreased or remained level indicating a lack of improvement in listening comprehension.
Figure 23 Student F Control Group – Individual Trends

Figure 23 shows that student F only scored above 50% on four out of the eight assessment tasks given. From Figure 23 it is evident that small gains were achieved in oral language and cued retell. In the absence of intervention, scores for each of the tasks decreased or remained level indicating a lack of improvement in listening comprehension.

Figure 24 Student G Control Group – Individual Trends
Figure 24 shows that student G only scored above 50% on three out of the eight assessment tasks given. Figure 24 reveals that in the absence of intervention student G made small improvements on the most number of tasks as compared to all students in the control group. Improvements occurred in oral language, listening comprehension and spontaneous and cued retell of seen text.

![Student H](image)

*Figure 25 Student H Control Group – Individual Trends*

Figure 25 shows that similar to student E and G, student H only scored above 50% on three out of the eight assessment tasks given. From Figure 25 it is evident that in the absence of any intervention, small gains were achieved in oral language, listening comprehension and cued retell of seen text. Scores for each of the remaining tasks decreased.
DISCUSSION

The results of this study offer support for the hypothesis that cued use of the R.I.D.E.R strategy improves the listening comprehension of Year One students. However, given the small size of the study and the fact that no test of statistical significance was used to treat the data, the results must be viewed as a preliminary indication rather than absolute evidence.

Overall the researcher believes that students who were given intervention in the form of explicit teaching of a comprehension strategy (R.I.D.E.R) and taught the skill of visualising demonstrated greater improvements in listening comprehension than those students who did not receive intervention.

The intervention group’s scores on the Munro Test of Listening Comprehension, spontaneous retell of seen text, visualisation of seen text and images from R.I.D.E.R session visualisations were superior to the control group resulting in the researcher making the above assertion.

Results taken from the Munro Test of Listening Comprehension (Figures 3 and 4) provide the strongest support for the researcher’s hypothesis. During the pre testing phase excluding student A, all other students recalled less than half of the details in the story (Figure 3). Typically, the retell of the story was slow as students attempted to remember key events and often chunks of information were missing. Post testing revealed that the intervention group improved on average by 21.25% (Figure 4) in their ability to listen to a story then recall the ideas and events contained within it. On the post test they outperformed the control group by an average of 23.75% (Figure 4).

Anecdotal evidence revealed some noticeable differences existed between students from the intervention and control groups during the post testing phase – most noticeably, students from the intervention group completed this task with much greater confidence. During the retell, which equates to the Describe phase of the R.I.D.E.R procedure, the students used more precise language to recall a greater amount of
detail. Also having been prompted to visualise the story as they listened to it (Imagine phase of R.I.D.E.R), it was evident that their visualisation skills had improved as the images they described were rich in detail.

Whilst the results gained from the spontaneous retell of seen text were not as high they still support the original hypothesis (Figures 6 and 7). Post testing reveals that the intervention group improved on average by 13% in their ability to retell literal ideas/events from the text they had listened to (Figure 7). They outperformed the control group by an average of 21.25% (Figure 7). Some of the gains made on this task may have resulted from the students’ familiarity with the text. They had previously listened to and retold the story during the pre testing phase and the pre and post testing sessions occurred within a period of four weeks of each other. However, exactly the same testing conditions existed for the control group and the post testing results for this group of students show that they recorded a decrease in the amount detail they could retell (Figure 7). During the post testing phase the intervention group were asked prior to listening to the text if there was anything they could do whilst listening to the story being read to them. All four students responded that they could use the steps they had learnt as part of the cued use of the R.I.D.E.R procedure. Had they not responded in this manner, they would have been prompted to use the strategy.

Looking at the data gathered from the visualisation of seen text, Figure 15 shows that in term of the tasks on which the intervention group outperformed the control group, this was the task on which the intervention group made the least improvement. Despite this, average improvement by the intervention group was 8% and the total average by which they outperformed the control group was 14%. As with the spontaneous retell, the visualisation task involved students being re-exposed to a text. The limited improvement shown by the intervention group may in part be due to the fact that they scored quite highly in the pre testing phase thus preventing a large add on value. Once again, the control group who were tested under the same conditions recorded an average
decrease of 6%. Whilst sentence structure and complexity of the language being used to describe images was not being assessed by this study, it was interesting to note the improvements that were evident in these two areas in students in the intervention group. The opportunities these students had been given to share and discuss images they had visualised during R.I.D.E.R sessions had a positive impact upon the structure and type of language they were able to use by the post testing phase. An interesting trend to note was the control group who had not received explicit instruction in the use of the R.I.D.E.R strategy were more inclined to add irrelevant or inaccurate details, especially during the oral description of their visualisation.

An assessment of the visualisations (in the form of drawn images) that students made during intervention sessions also supports the researcher’s original hypothesis. From Table 2 it is evident that as the sessions progressed and students became more proficient in the use of the R.I.D.E.R strategy, the amount of detail they included in their visualisations and descriptions increased thus indicating an increase in listening comprehension.

At this point it is important to mention that the study did yield results that did not fit predicted trends and do not support the original hypothesis. The cued retell of seen and unseen texts, spontaneous retell of unseen text and visualisation of unseen text all had less favourable results. The study found that the intervention group made no improvement in the post test results of these measures. Before discussing these results it is interesting to examine the Record of Oral Language which presented some confounding results. Results shown in Figure 1 indicate that oral language skills improved for all students in the study, not only those in the intervention group. In fact, this was the only task apart from the cued retell of seen text on which the control group outperformed the intervention group. It appears that the results of two students – student A (intervention) and student F (control) impacted upon average results (Figure 2). Student A recorded a 19% decrease between pre and post tests. Conversely,
student F recorded a 19% increase between pre and post tests. Apart from these extreme results all other students made similar gains. In any case, it is not completely surprising that the control group recorded greater gains since oral language skill development is an integral component of the literacy program in both classrooms where students in the study were drawn from.

In some part, the results of the cued retell tasks may have resulted from the design and nature of questions used for cueing (Refer to Appendix Five and Six). Another factor which may explain the low results is that the cued questions required students to deal with inferential ideas and be able to make inferences from the texts – a skill that is not yet well developed in readers of this age.

Whilst both texts (seen and unseen) used for the retell task were levelled at Year 1 using the Fry Reliability Procedure, the unseen text contained; (a) a greater number of ideas and events in the storyline and (b) ideas and events that were more complex in nature. Also, having been previously exposed to the seen text, students were more familiar with the characters, ideas/ events and themes presented in that text.

For the purposes of the visualising task whilst the same number of sentences were used from both texts (seen and unseen) the unseen text appeared to have more detail within some of the sentence units, which could explain the poorer performance by the students.

The finding of this study, that cued use of the R.I.D.E.R strategy improves the listening comprehension of Year One students, is in line with the findings of a number of other researchers such as Hibbing and Rankin-Erickson (2003) whose research substantiated that comprehension of text is improved when students are taught to use mental imagery. More specifically, the finding of this study reflects that made by Center et al. (1999) – that imagery training improves listening comprehension. Using the R.I.D.E.R strategy on text enabled students in the intervention group to code the words they were listening to into meaningful images and store this knowledge. Long, Winograd and
Bridge (1989; cited in Bell, 1991) highlight this process as one of the three ways in which visualisation helps to improve comprehension.

The teaching sessions that the intervention group participated in involved very explicit instruction in the use of the R.I.D.E.R strategy. In each session the students were made aware of what they would be learning, the strategy was specifically named and it was explained how this strategy would help them. By the end of the intervention sessions the students were becoming more proficient at using the R.I.D.E.R strategy and by the post testing phase students from the intervention group were able to verbalise that they were going to use this strategy as they completed the listening comprehension, retell and visualisation tasks. Harvey and Goudvis (2007 p.20) are resolute in their assertion that the teaching of comprehension strategies needs to be explicit and they emphasise the distinction between mentioning a strategy and explicitly teaching it.

A feature of the intervention sessions was having the students in the intervention group draw the images they had visualised. As these lessons were the students first experience of explicit instruction in visualisation the researcher wanted to provide a high level of support and scaffolding before gradually fading it out and transferring responsibility to the students. It was felt that incorporating a concrete nature to the R.I.D.E.R strategy would provide the necessary scaffolding. For sessions two through five, at the ‘Imagine’ phase of the R.I.D.E.R strategy, students recorded their visualisations in their R.I.D.E.R journal. It is felt that incorporating this component contributed to the success of the intervention and had a positive effect on improving listening comprehension through the students becoming more adept at using the mental imagery strategy. The research of Hibbing and Rankin Erickson (2003) supports this pedagogy. They suggest that the physical act of drawing pictures provides support to those students who have difficulty creating images in their mind.
There are a number of implications arising from this study in regards to teaching practice.

- Most importantly, the teaching of comprehension strategies must be embedded in the classroom reading program and instruction must be explicit. Teachers must be aware of the need for this to occur.
- Teaching of comprehension strategies needs to be explicit, repetitive and targeted at the ability level of students.
- R.I.D.E.R strategy instruction as a means of teaching visualisation and improving listening comprehension could be very successfully incorporated into components of the daily literacy program, for example shared and guided reading, across all levels of the school.
- Students need to be given adequate time to verbalise and discuss their learning with their peers.
- Students could be provided with individual copies of the R.I.D.E.R cue cards, for example in the form of a bookmark, which could provide a prompt to use the strategy of visualisation when they are completing their home reading tasks or reading for enjoyment.

Whilst the results of this study are promising it is suggested by the researcher that this study be replicated using a larger sample size so that the results can be generalized with greater confidence.

Considerations for further research also include:

- Investigating the effect of the R.I.D.E.R strategy on students listening and reading comprehension of non-fiction texts.
- Investigating the effect of the R.I.D.E.R strategy on reading comprehension. Having students independently read text and use pre and post tests designed to measure reading comprehension.
• Investigating a multi-strategy approach to comprehension. Use other strategies such as paraphrasing and questioning in conjunction with the R.I.D.E.R strategy.
• Increase the period of intervention and include a greater number of teaching sessions so that teacher scaffolding can take place over a longer period during the guided practice phase.
REFERENCES


RESOURCES

E.R.I.K Session Stories (Taken from Stories1-30) (University of Melbourne & Catholic Education Office Melbourne)


### APPENDIX ONE – Data Set for Participants

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| B       | 11                                                  | 55      | 14                                            | 47      | 4                                      | 13      | 19                                            | 63      | 5                                      | 17      | 4                                            | 13      | 2                                            | 7       | 17                                           | 68      | 20                                            |         |
| C       | 10                                                  | 50      | 15                                            | 50      | 8                                      | 27      | 21                                            | 70      | 4                                      | 13      | 10                                           | 33      | 4                                            | 13      | 22                                           | 88      | 24                                            |         |
| D       | 15                                                  | 75      | 23                                            | 77      | 9                                      | 30      | 25                                            | 83      | 11                                     | 37      | 19                                           | 63      | 9                                            | 30      | 24                                           | 96      | 25                                            |         |
| E       | 7                                                    | 35      | 10                                            | 33      | 9                                      | 30      | 7                                            | 23      | 5                                      | 17      | 5                                            | 17      | 4                                            | 13      | 23                                           | 92      | 23                                            |         |
| F       | 8                                                    | 40      | 16                                            | 53      | 5                                      | 17      | 9                                            | 30      | 6                                      | 20      | 9                                            | 30      | 5                                            | 17      | 20                                           | 80      | 19                                            |         |
| G       | 6                                                    | 30      | 12                                            | 40      | 6                                      | 20      | 15                                            | 50      | 8                                      | 27      | 8                                            | 27      | 4                                            | 13      | 21                                           | 84      | 18                                            |         |
| H       | 6                                                    | 30      | 11                                            | 37      | 7                                      | 23      | 8                                            | 27      | 8                                      | 27      | 6                                            | 20      | 5                                            | 17      | 24                                           | 96      | 22                                            |         |

46
APPENDIX TWO – Sequence of Lessons

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</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Equipment:</th>
<th>enlarged copy of text, large poster paper, whiteboard, student journals, pencils</th>
</tr>
</thead>
</table>

### Before Reading
- **Introducing the strategy**
  Explain to students that the purpose of the lesson is to learn a new skill.
  “I am going to teach you something that you can do that will help you to remember what you read. It is called visualising. This is what you do. After you have read each sentence you make a picture in your mind and say what the picture is. We will begin doing this with words, then sentences, then pairs of sentences”.
- **Orient the text**
  Using the title and front cover, orient the text and activate students’ prior knowledge about the topic. Encourage students to make predictions about the characters, setting, and storyline. Identify and discuss meanings of unfamiliar vocabulary.

### While Reading
- **Teacher Modelling**
  Teacher selects the word ‘pony’ from the text and models what visualising looks like using this word. Teacher thinks aloud when visualising to model the strategy and talks about having a ‘television’ in our mind that we can make pictures on. Also introduces drawing component and models visualisation of pony on the poster paper. Explain that the quality of the drawing is not the most important thing but the ideas that are included in the picture. It doesn’t have to be a ‘perfect’ drawing - it can be a quick sketch.
- **Guided Practice**
  Give students their journal and explain that it is their own space to record their visualisations.
  Teacher selects the word ‘farm’ and the teacher and students practise the strategy together. Teacher continues to think out aloud. Teacher scaffolds and supports the students’ attempts giving specific feedback. After drawings are complete, teacher asks students to close their book and invites the students to describe the image they have created. Draw attention to the fact that not everyone’s pictures look the same. Repeat the process with the words ‘farmer’ and ‘pigs’.
  Move from word to sentence level using the same procedure of teacher modelling followed by guided practice (as above)
  Teacher selects the following sentences and models to students:
  1. ‘Penny was a white pony’.
  2. ‘She lived on a farm’.
  Teacher continues reading the text and pauses at the following sentences for guided practice of visualising
  1. ‘Penny put her nose in the bucket and tipped it over’
  2. ‘Penny was covered in food’
  3. ‘Penny climbed up too, and tipped the paint over’
  4. ‘Penny was covered in paint’
  Teacher reads remainder of story to students

### After Reading
- **Review of learning**
  At the completion of the lesson, teacher restates the name of the skill that has been learned, what it involves and how it helps.
  Students are invited to share their learning with the group and what they enjoyed about this session.
**Session:** 2  
**Year level:** 1  
**Format:** Whole Class  
**Duration:** 40 minutes  
**Text:** Catching a Butterfly (E.R.I.K program)  
**Equipment:** enlarged copy of texts, R.I.D.E.R cue cards, whiteboard, student journals, pencils

<table>
<thead>
<tr>
<th>Before Reading</th>
</tr>
</thead>
</table>
| **Revision of previous session**  
Teacher revises what visualising involves – revisit the analogy of a ‘television’ in the mind. Teacher and students revisit their visualisations at word and sentence level from session one.  
**Introduce and orient new text**  
Using the title and front cover, orient the text and activate students’ prior knowledge about the topic. Encourage students to make predictions about the characters, setting, and topic of the story. Identify and discuss meanings of unfamiliar vocabulary.  
**Introduce the R.I.D.E.R strategy**  
Using the cue cards, teacher introduces the R.I.D.E.R strategy and explains how this strategy will help students when they are listening/reading. Teacher goes through each step of the strategy and explains it to students.  
**Read**  
Teacher reads a sentence to students  
**Imagine**  
Make a picture of the sentence in your mind on your television screen. Remember the picture has to match the sentence.  
**Describe**  
Draw your picture. Describe your picture to your partner  
**Evaluate**  
Evaluate your picture. Have you included all the important information that was in the sentence? If not, make changes to your picture.  
**Repeat**  
Read the next sentence and repeat the same steps  

<table>
<thead>
<tr>
<th>While Reading</th>
</tr>
</thead>
</table>
| **Teacher Modelling**  
Teacher reads the first sentence in the text ‘Brett put on his cap and set off for the park’. Using this sentence and cue cards, teacher explicitly models how to use the R.I.D.E.R strategy. ‘Walk’ through each step in the strategy, thinking aloud to provide scaffolding for students. Make explicit the link between the action and the stage in the R.I.D.E.R strategy (Link action to letter in acronym). Reinforce that the picture does not have to be perfect – it can be a quick sketch.  
**Guided Practice**  
Students are given the opportunity to visualise the same sentence ‘Brett put on his cap and set off for the park’ using the R.I.D.E.R strategy. Teacher scaffolds the students’ attempts by stepping them through the strategy constantly referring to the cue cards.  
Teacher continues to read the text and pauses at the following sentences to engage in guided practice with the students:  
- In his bag he had a map and a net.  
- Brett saw a butterfly on the tap.  
- It flew away.  
Teacher continues to think out aloud. At the ‘Describe’ stage, after drawings are complete, teacher asks students to close their book and invites the students to describe the image they have created to their partner.  

<table>
<thead>
<tr>
<th>After Reading</th>
</tr>
</thead>
</table>
| **Oral Retell**  
Working in pairs, students take turns to spontaneously retell the story  
**Review of learning**  
At the completion of the lesson students reflect on what they have learned and are invited to share responses to the following questions:  
- What did you learn?  
- What did you enjoy about today’s session?  

48
**Session:** 3  
**Year Level:** 1  
**Format:** Whole Class

**Duration:** 40 minutes
**Text:** Brad's Farm (E.R.I.K program)
**Equipment:** enlarged copy of texts, R.I.D.E.R cue cards, whiteboard, student journals, pencils

### Before Reading
- **Revision of previous session**
  Teacher revises what visualising involves – revisit the analogy of a ‘television’ in the mind.
  Teacher reads the text from the previous session and students revisit their visualisations of single sentences from session two.
- **Revise the R.I.D.E.R strategy**
  Using the cue cards, teacher revises the R.I.D.E.R strategy and explains how this strategy will help students when they are listening/ reading. Teacher revisits each step of the strategy and reinforces it to students.

<table>
<thead>
<tr>
<th>Read</th>
<th>Teacher reads a sentence to students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine</td>
<td>Make a picture of the sentence in your mind on your television screen. Remember the picture has to match the sentence.</td>
</tr>
<tr>
<td>Describe</td>
<td>Draw your picture. Describe your picture to your partner</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Evaluate your picture. Have you included all the important information that was in the sentence? If not, make changes to your picture.</td>
</tr>
<tr>
<td>Repeat</td>
<td>Read the next sentence and repeat the same steps</td>
</tr>
</tbody>
</table>

- **Introduce and orient new text**
  Using the title and front cover, orient the text and activate students’ prior knowledge about the topic. Encourage students to make predictions about the characters, setting, and topic of the story. Identify and discuss meanings of unfamiliar vocabulary.

### While Reading
- **Teacher Modelling**
  Teacher reads the first sentence in the text ‘Brad and his family lived on a farm’. Using this sentence and cue cards, teacher explicitly models the R.I.D.E.R strategy. ‘Walk’ through each step in the strategy, thinking aloud to provide scaffolding for students. Make explicit the link between the action and the stage in the R.I.D.E.R strategy.
- **Guided Practice**
  Students are given the opportunity to visualise the same sentence ‘Brad and his family lived on a farm’ using the R.I.D.E.R strategy. Teacher scaffolds the students’ attempts by stepping them through the strategy constantly referring to the cue cards.
  Teacher continues to read the text and pauses at the following sentences to engage in guided practice with the students:
  - *It was a big farm with lots of animals.*
  - *One day, Brad got stuck behind a cow.*
  - *His dad pushed the cow but it was too big.*
  Teacher continues to think out aloud. At the ‘Describe’ stage, after drawings are complete, teacher asks students to close their book and invites the students to describe the image they have created to their partner.
  Teacher reads whole story to students.

### After Reading
- **Oral Retell**
  Working in pairs, students take turns to spontaneously retell the story
- **Review of learning**
  At the completion of the lesson students reflect on what they have learned and are invited to share responses to the following questions:
  - What did you learn?
  - What did you enjoy about today’s session?
| Session: | 4 |
| Year Level: | 1 |
| Format: | Whole Class |
| **Duration:** | 40 minutes |
| **Text:** | My Friend Bob (E.R.I.K program) |
| **Equipment:** | enlarged copy of texts, R.I.D.E.R cue cards, whiteboard, student journal, pencils |

### Before Reading
- **Revision of previous session**
  Teacher revises what visualising involves – revisit the analogy of a ‘television’ in the mind.
  Teacher reads the text from the previous session and students revisit their visualisations of single sentences from session three.
- **Revise the R.I.D.E.R strategy**
  Using the cue cards, teacher revises the R.I.D.E.R strategy and explains how this strategy will help students when they are listening/reading. Teacher revisits each step of the strategy and reinforces it to students.

| Read | Teacher reads a sentence to students |
| Imagine | Make a picture of the sentence in your mind on your television screen. Remember the picture has to match the sentence. |
| Describe | Draw your picture. Describe your picture to your partner |
| Evaluate | Evaluate your picture. Have you included all the important information that was in the sentence? If not, make changes to your picture. |
| Repeat | Read the next sentence and repeat the same steps |

- **Introduce and orient new text**
  Using the title and front cover, orient the text and activate students’ prior knowledge about the topic. Encourage students to make predictions about the characters, setting, and topic of the story. Identify and discuss meanings of unfamiliar vocabulary.

### While Reading
- **Teacher Modelling**
  Teacher reads the first sentence in the text ‘Once there was a dog called Bob’.
  Using this sentence and cue cards, teacher explicitly models the R.I.D.E.R strategy. ‘Walk’ through each step in the strategy, thinking aloud to provide scaffolding for students. Make explicit the link between the action and the stage in the R.I.D.E.R strategy.
- **Guided Practice**
  Students are given the opportunity to visualise the same sentence ‘Once there was a dog called Bob’ using the R.I.D.E.R strategy. Teacher scaffolds the students’ attempts by stepping them through the strategy constantly referring to the cue cards.
  Teacher continues to read the text and pauses at the following sentences to engage in guided practice with the students:
  - Sal was a frog and lived inside a log.
  - Sal was at her job one day and a mob of frogs took her log.
  - After a long time, they saw a log in the fog.
  Teacher continues to think out aloud. At the ‘Describe’ stage, after drawings are complete, teacher asks students to close their book and invites the students to describe the image they have created to their partner.
  Teacher reads whole story to students.

### After Reading
- **Oral Retell**
  Working in pairs, students take turns to spontaneously retell the story
- **Review of learning**
  At the completion of the lesson students reflect on what they have learned and are invited to share responses to the following questions:
  - What did you learn?
  - What did you enjoy about today’s session?
**Session:** 5  
**Year Level:** 1  
**Format:** Whole Class

<table>
<thead>
<tr>
<th><strong>Duration:</strong></th>
<th>40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text:</strong></td>
<td>Chicken Pox (E.R.I.K program)</td>
</tr>
<tr>
<td><strong>Equipment:</strong></td>
<td>enlarged copy of texts, R.I.D.E.R cue cards, whiteboard, student journals, pencils</td>
</tr>
</tbody>
</table>

**Before Reading**

- **Revision of previous session**
  Teacher revises what visualising involves – revisit the analogy of a ‘television’ in the mind.
  Teacher reads the text from the previous session and students revisit their visualisations of single sentences from session four.

- **Revise the R.I.D.E.R strategy**
  Using the cue cards, teacher revises the R.I.D.E.R strategy and explains how this strategy will help students when they are listening/reading. Teacher revisits each step of the strategy and reinforces it to students.

| **Read** | Teacher reads a sentence/pair of sentences to students |
| **Imagine** | Make a picture of the sentence/s in your mind on your television screen. Remember the picture has to match the sentence. |
| **Describe** | Draw your picture. Describe your picture to your partner |
| **Evaluate** | Evaluate your picture. Have you included all the important information that was in the sentence? If not, make changes to your picture. |
| **Repeat** | Read the next sentence and repeat the same steps |

- **Introduce and orient new text**
  Using the title and front cover, orient the text and activate students’ prior knowledge about the topic. Encourage students to make predictions about the characters, setting, and topic of the story. Identify and discuss meanings of unfamiliar vocabulary.

**While Reading**

- **Teacher Modelling**
  Teacher reads the first sentence in the text ‘The other day when Max woke up he had lots of spots on his tummy’. Using this sentence and cue cards, teacher explicitly models the R.I.D.E.R strategy. ‘Walk’ through each step in the strategy, thinking aloud to provide scaffolding for students. Make explicit the link between the action and the stage in the R.I.D.E.R strategy.

- **Guided Practice**
  Students are given the opportunity to visualise the same sentence ‘The other day when Max woke up he had lots of spots on his tummy’ using the R.I.D.E.R strategy. Teacher scaffolds the students’ attempts by stepping them through the strategy constantly referring to the cue cards.

Explain that the way in which students use the strategy is going to change. Instead of one sentence at a time, students are now going to visualise a pair of sentences. Move from a single sentence to pairs of sentences following the same procedure of teacher modelling followed by guided practice (as above)

Teacher continues to read the text and pauses at the following sentences to engage in guided practice with the students:

- **His face was spotty too. Max had one, two, three, four, five, six spots on his face.**
- **Max’s mum took him to the doctor. The doctor told Max that he had the chicken pox.**
- **All his red spots were gone. Max was happy**
Teacher continues to think out aloud. At the ‘Describe’ stage, after drawings are complete, teacher asks students to close their book and invites the students to describe the image they have created to their partner. Teacher reads whole story to students.

| After Reading | • Oral Retell  
Working in pairs, students take turns to spontaneously retell the story  
• Review of learning  
At the completion of the lesson students reflect on what they have learned and are invited to share responses to the following questions:  
  - What did you learn?  
  - What did you enjoy about today’s session? |
### Before Reading

- **Revision of previous session**
  
  Teacher revises what visualising involves – revisit the analogy of a ‘television’ in the mind.

  Teacher reads the text from the previous session and students revisit their visualisations of pairs of sentences from session five.

- **Revise the R.I.D.E.R strategy**

  Using the cue cards, teacher revises the R.I.D.E.R strategy and explains how this strategy will help students when they are listening/reading. Teacher revisits each step of the strategy and reinforces it to students.

  **Read**  
  Teacher reads a pair of sentences to students

  **Imagine**  
  Make a picture of the sentences in your mind on your television screen. Remember the picture has to match the sentences.

  **Describe**  
  Draw your picture. Describe your picture to your partner

  **Evaluate**  
  Evaluate your picture. Have you included all the important information that was in the sentences? If not, make changes to your picture.

  **Repeat**  
  Read the next pair of sentences and repeat the same steps

- **Introduce and orient new text**

  Using the title and front cover, orient the text and activate students’ prior knowledge about the topic. Encourage students to make predictions about the characters, setting, and topic of the story. Identify and discuss meanings of unfamiliar vocabulary.

### While Reading

- **Teacher Modelling**

  Teacher reads the first pair of sentences in the text ‘It was Cliff’s birthday. Cliff and his mum went to the mall to look for some presents’. Using this sentence and cue cards, teacher explicitly models the R.I.D.E.R strategy. ‘Walk’ through each step in the strategy, thinking aloud to provide scaffolding for students. Make explicit the link between the action and the stage in the R.I.D.E.R strategy.

- **Guided Practice**

  Students are given the opportunity to visualise the same pair of sentences ‘It was Cliff’s birthday. Cliff and his mum went to the mall to look for some presents’ using the R.I.D.E.R strategy. Teacher scaffolds the students’ attempts by stepping them through the strategy constantly referring to the cue cards.

  Teacher continues to read the text and pauses at the following sentences to engage in guided practice with the students:

  - *Cliff saw his mum outside the shop. She had a big bag full of presents.*
  - *That night, Cliff got new socks, a clock and the big red ball. His mum hung his new clock on his bedroom wall.*

  Teacher continues to think out aloud. At the ‘Describe’ stage, after drawings are complete, teacher asks students to close their book and invites the students to describe the image they have created to their partner.

  Teacher reads whole story to students.

### After Reading

- **Oral Retell**

  Working in pairs, students take turns to spontaneously retell the story

- **Review of learning**

  At the completion of the lesson students reflect on what they have learned and are invited to share responses to the following questions:

  - What did you learn?
  - What did you enjoy about today’s session?
**Session:** 7  
**Year Level:** 1  
**Format:** Whole Class  
**Duration:** 40 minutes  
**Text:** A Day at the Beach (E.R.I.K program)  
**Equipment:** enlarged copy of texts, R.I.D.E.R cue cards, whiteboard

### Before Reading

- **Revision of previous session**  
  Teacher reads the text from the previous session and students revisit their visualisations of pairs of sentences from session six.

- **Revise the R.I.D.E.R strategy** *Draft component is removed*  
  Display the cue cards above the text to provide a visual cue for students. Explain to students that they will no longer draw the image they have made in their mind; instead they will describe it to a partner.

<table>
<thead>
<tr>
<th>Read</th>
<th>Teacher reads a sentence to students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine</td>
<td>Make a picture of the sentence in your mind on your television screen. Remember the picture has to match the sentence.</td>
</tr>
<tr>
<td>Describe</td>
<td>Describe your picture to your partner</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Evaluate your picture. Have you included all the important information that was in the sentence? If not, make changes to your picture.</td>
</tr>
<tr>
<td>Repeat</td>
<td>Read the next sentence and repeat the same steps</td>
</tr>
</tbody>
</table>

### Independent Practice

Students are given the opportunity to visualise the same pair of sentences ‘Mum put some fresh bread rolls and some ham in her mesh bag. She filled it with ice to chill the food’ using the R.I.D.E.R strategy. Teacher cues the use of the R.I.D.E.R strategy and students attempt to use it independently on text. Teacher provides scaffolding where necessary.

Teacher continues to read the text and pauses at the following sentences to give students the opportunity to visualise using the R.I.D.E.R strategy:

- *When they go to the beach, Beck’s mum put a rug out on the sand. Beck saw some kids playing with a ball.*  
- *Just as she got near the ball, one of the boys shouted, “Look out!” A bird flew down and bit Beck on the neck.*

Teacher reads whole story to students.

### While Reading

Teacher reads the first pair of sentences in the text ‘Mum put some fresh bread rolls and some ham in her mesh bag. She filled it with ice to chill the food’. Teacher thinks aloud at the Describe stage to provide modelling for students.

- **Independent Practice**

Students are given the opportunity to visualise the same pair of sentences ‘Mum put some fresh bread rolls and some ham in her mesh bag. She filled it with ice to chill the food’ using the R.I.D.E.R strategy. Teacher cues the use of the R.I.D.E.R strategy and students attempt to use it independently on text. Teacher provides scaffolding where necessary.

### After Reading

- **Oral Retell**
  Working in pairs, students take turns to spontaneously retell the story

- **Review of learning**
  At the completion of the lesson students reflect on what they have learned and are invited to share responses to the following questions:
  - What did you learn?
  - What did you enjoy about today’s session?
**Session:** 8  
**Year Level:** 1  
**Format:** Whole Class

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<thead>
<tr>
<th>Duration:</th>
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</thead>
<tbody>
<tr>
<td>Text:</td>
<td>Playing in the Loft (E.R.I.K program)</td>
</tr>
<tr>
<td>Equipment:</td>
<td>enlarged copy of texts, R.I.D.E.R cue cards, whiteboard</td>
</tr>
</tbody>
</table>

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### Before Reading
- **Revision of previous session**  
  Teacher reads the text from the previous session and students revisit their visualisations of pairs of sentences from session seven.
- **Revise the R.I.D.E.R strategy**  
  Display the cue cards above the text to provide a visual cue for students.
- **Introduce and orient new text**  
  Using the title and front cover, orient the text and activate students’ prior knowledge about the topic. Encourage students to make predictions about the characters, setting, and topic of the story. Identify and discuss meanings of unfamiliar vocabulary.

### While Reading
Teacher reads the first pair of sentences in the text ‘*Jenny lived in a big house. At the top of the house, in the roof, there was a loft*’.

**Independent Practice**  
Students are given the opportunity to visualise the same pair of sentences ‘*Jenny lived in a big house. At the top of the house, in the roof, there was a loft*’ using the R.I.D.E.R strategy. Teacher cues the use of the R.I.D.E.R strategy and students attempt to use it independently on text. Teacher provides scaffolding where necessary.

Teacher continues to read the text and pauses at the following sentences to give students the opportunity to visualise using the R.I.D.E.R strategy:
- *One day Jenny and her friend Mary went up in the loft. In the loft there were boxes everywhere.*
- *In the box there were lots of dolls. Mary took out a big doll with soft blond hair.*

Teacher reads whole story to students.

### After Reading
- **Oral Retell**  
  Working in pairs, students take turns to spontaneously retell the story
- **Review of learning**  
  At the completion of the lesson students reflect on what they have learned and are invited to share responses to the following questions:
  - What did you learn?
  - What did you enjoy about today’s session?
<table>
<thead>
<tr>
<th><strong>Session:</strong></th>
<th>9</th>
<th><strong>Year Level:</strong></th>
<th>1</th>
<th><strong>Format:</strong></th>
<th>Whole Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>40 minutes</td>
<td><strong>Text:</strong></td>
<td>Helping the Farmer (E.R.I.K program)</td>
<td><strong>Equipment:</strong></td>
<td>enlarged copy of texts, R.I.D.E.R cue cards, whiteboard</td>
</tr>
</tbody>
</table>
| **Before Reading** | • Revision of previous session  
Teacher reads the text from the previous session and students revisit their visualisations of pairs of sentences from session eight.  
• Revise the R.I.D.E.R strategy  
Display the cue cards above the text to provide a visual cue for students.  
• Introduce and orient new text  
Using the title and front cover, orient the text and activate students’ prior knowledge about the topic. Encourage students to make predictions about the characters, setting, and topic of the story. Identify and discuss meanings of unfamiliar vocabulary. | **While Reading** | Teacher reads the first pair of sentences in the text ‘Max and Fred went on a trip to a farm to see the animals. They met Mr Blunt who was the farmer’.

**Independent Practice**  
Students are given the opportunity to visualise the same pair of sentences ‘Max and Fred went on a trip to a farm to see the animals. They met Mr Blunt who was the farmer’ using the R.I.D.E.R strategy. Teacher cues the use of the R.I.D.E.R strategy and students attempt to use it independently on text. Teacher provides scaffolding where necessary.  
Teacher continues to read the text and pauses at the following sentences to give students the opportunity to visualise using the R.I.D.E.R strategy:  
- “I have lots of animals,” said Mr Blunt. “I have horses, cows, sheep, goats and dogs.”  
- ‘In a paddock, the little colt was lying on the ground near a big horse. The colt looked sad and it had a little stick stuck in its front leg’.

Teacher reads whole story to students. | **After Reading** | • Oral Retell  
Working in pairs, students take turns to spontaneously retell the story  
• Review of learning  
At the completion of the lesson students reflect on what they have learned and are invited to share responses to the following questions:  
- What did you learn?  
- What did you enjoy about today’s session? |
<table>
<thead>
<tr>
<th>Session:</th>
<th>10</th>
<th>Year Level:</th>
<th>1</th>
<th>Format:</th>
<th>Whole Class</th>
</tr>
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<tbody>
<tr>
<td>Duration:</td>
<td>40 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text:</td>
<td>The Farm Truck (E.R.I.K program)</td>
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<tr>
<td>Equipment:</td>
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<td></td>
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</tbody>
</table>

### Before Reading
- **Revision of previous session**
  Teacher reads the text from the previous session and students revisit their visualisations of pairs of sentences from session nine.
- **Revise the R.I.D.E.R strategy**
  Display the cue cards above the text to provide a visual cue for students.
- **Introduce and orient new text**
  Using the title and front cover, orient the text and activate students’ prior knowledge about the topic. Encourage students to make predictions about the characters, setting, and topic of the story. Identify and discuss meanings of unfamiliar vocabulary. Identify and discuss meanings of unfamiliar vocabulary.

### While Reading
Teacher reads the first pair of sentences in the text ‘One day they were going to town with some ducks in the back of the old truck. The truck hit a rock’.

**Independent Practice**
Students are given the opportunity to visualise the same pair of sentences ‘One day they were going to town with some ducks in the back of the old truck. The truck hit a rock’ using the R.I.D.E.R strategy. Teacher cues the use of the R.I.D.E.R strategy and students attempt to use it independently on text. Teacher provides scaffolding where necessary.

Teacher continues to read the text and pauses at the following sentences to give students the opportunity to visualise using the R.I.D.E.R strategy:
- ‘In the back of the truck was their dog Fang and the ducks. Fang sprang out of the truck and onto the road’.
- ‘Just then Mr Rich came past in his truck. Bess sang out, “Hey! Mr Rich, Stop! Please!”’

Teacher reads whole story to students.

### After Reading
- **Oral Retell**
  Working in pairs, students take turns to spontaneously retell the story
- **Review of learning**
  At the completion of the lesson students reflect on what they have learned and are invited to share responses to the following questions:
  - What did you learn?
  - What did you enjoy about today’s session?
APPENDIX THREE – R.I.D.E.R Cue Cards used during teaching sequence

RIDER
Read
Imagine
Evaluate
Repeat
# Munro Test of Listening Comprehension – Scoring Sheet

**Student I.D:** Student A B C D E F G H  □ Pre-Test  □ Post-Test

<table>
<thead>
<tr>
<th>Idea No.</th>
<th>Idea</th>
<th>✓ or X</th>
<th>Idea No.</th>
<th>Idea</th>
<th>✓ or X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jane</td>
<td></td>
<td>11</td>
<td>dirty</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>at school</td>
<td></td>
<td>12</td>
<td>told her friend</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>went outside</td>
<td></td>
<td>13</td>
<td>Susan</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>sit</td>
<td></td>
<td>14</td>
<td>Susan took sandwich from her lunch box</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>on seats</td>
<td></td>
<td>15</td>
<td>shared it with Jane</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>eat lunch</td>
<td></td>
<td>16</td>
<td>after lunch</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>opened her lunchbox</td>
<td></td>
<td>17</td>
<td>Jane and Susan</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>fell over</td>
<td></td>
<td>18</td>
<td>went into playground</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>lunch on the ground</td>
<td></td>
<td>19</td>
<td>had a good time</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>sandwiches</td>
<td></td>
<td>20</td>
<td>playing chasey</td>
<td></td>
</tr>
</tbody>
</table>

**Observations:**
APPENDIX FIVE - Spontaneous and Cued Retell (Pre and Post Test)

Analysis of the reader’s listening comprehension using retelling

Student I.D: Student  A  B  C  D  E  F  G  H

Title of selected passage/story: Great Lion and Tiny Mouse (PM Benchmark Kit Level 16) Fry’s Readability: Yr.1

<table>
<thead>
<tr>
<th>Characteristic of retelling</th>
<th>Ideas in the story</th>
<th>No of ideas/points</th>
<th>Student’s response – spontaneous</th>
<th>Student’s response – cued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Characters</td>
<td>Lion, Mouse</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>A story about a lion and a mouse helping each other</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Events of the story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. A great big lion liked to sleep in the sun</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Mouse did not see the lion and ran over his paw</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Lion woke up and caught the mouse</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. The mouse could not escape</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. The mouse begged the lion not to eat her</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. The mouse said she could help the lion one day</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. The lion laughed at the mouse</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. The lion let the mouse go</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. The mouse ran away</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. The lion went out hunting at night</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Some hunters caught the lion in a net</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. The lion was roaring “Help me!”</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. The mouse went to help the lion</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14. The mouse nibbled a hole in the net</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15. The lion got out of the net</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16. The lion thanked the mouse for helping him</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30
| Cued Retell Questions | 1. Can you tell me anything else about this story? | 2. Who are the main characters in this story? | 3. What is the story about? | 4. How were the animals helpful to each other? |
Analysis of the reader's listening comprehension using retelling

Student I.D: Student A B C D E F G H
Title of selected passage/story: Pigs love mud! (Cambridge Bright Sparks) Fry’s Readability: Yr.1

<table>
<thead>
<tr>
<th>Characteristic of retelling</th>
<th>Ideas in the story</th>
<th>No of ideas/ points</th>
<th>Student’s response – spontaneous</th>
<th>Student’s response – cued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Characters</td>
<td>Pig, Duck, Cow</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>A story about animals that play in the mud</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Events</td>
<td>17. It was a hot day on the farm</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18. Animals were hot and thirsty</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19. Dark clouds appeared in the sky</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20. Piglet didn’t know what rain was</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21. Piglet had never seen rain before</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22. Rain is water from the sky</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23. Pigs like rain</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24. Pigs love mud</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25. Drop of rain fell on piglets nose</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26. Rain fell on the dusty ground</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27. Cow mooed in the rain</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>28. Duck flapped her wings in the rain</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>29. Piglet shivered in her pen</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30. Ground was covered with mud</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31. Piglet felt soft, sticky mud</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>32. Cow and duck pushed piglet into the mud</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>33. Piglet squealed</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Cow and duck splashed piglet with mud</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. A huge mud fight</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Animals played in the mud</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Piglet said, “I love mud”</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cued Retell Questions**

1. Can you tell me anything else about this story?
2. Who are the main characters in this story?
2. What is the story about?
APPENDIX SEVEN - Visualisation Task (Pre and Post Test)

## Analysis of the reader's visualisation

Title of selected passage/story: The Pocket Dogs go on Holiday

<table>
<thead>
<tr>
<th>Student I.D: Student</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ideas in the story</th>
<th>No of ideas/points</th>
<th>Idea present in drawing</th>
<th>Idea mentioned in discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>As they walked to the beach, everyone said “Hello Mr. Pockets! What big pockets you have, Mr Pockets”.</td>
<td>Mr Pockets 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biff and Buff 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>walked to beach 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>people said hello 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>big pockets on coat 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>While Buff chased the waves and Biff ran away from the waves, Mr Pockets took off his coat, rolled up his sleeves and started building a kennel castle.</td>
<td>Buff chased waves 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biff ran away from waves 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr Pockets took off coat 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rolled up sleeves 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>built kennel castle 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Biff and Buff played “We’re the Kings of the Kennel Castle” until Mr Pockets said, “Right, it’s time to catch some fish for our tea. So they walked further along the beach to the rocks.”</td>
<td>Biff and Buff 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Playing Kings of the kennel castle 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr Pockets 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fishing rod 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>walked along the beach 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rocks 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mr Pockets caught 3 fish, one for each of them, Biff and Buff were most impressed. So they went back down the beach to collect Mr. Pockets’ coat.</td>
<td>Mr Pockets 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 fish 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biff and Buff 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>most impressed/ happy 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Pocket’s coat 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total ideas</strong></td>
<td></td>
<td><strong>25</strong></td>
<td></td>
</tr>
</tbody>
</table>
Title of selected passage/story: Mr Moo (Unseen Text)

### Analysis of the reader’s visualisation

<table>
<thead>
<tr>
<th>Student I.D: Student</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas in the story</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Moo was happy – he had a lovely house, a garden, and a shed to work in AND he had a river.</td>
<td>Mr Moo felt happy</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>house</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>garden</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>shed</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>river</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the middle of the river was an island and on the island was a very big tree.</td>
<td>island</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in the middle of the river</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>big tree</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes Mr Moo’s neighbours, Finder the dog and Phillip and Phoebe, popped by for a chat, or for a swim in the river. Sometimes he invited them over for a dinner and a dance. He liked to rock n’ roll.</td>
<td>Mr Moo neighbours</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>swim in the river</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dinner</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dancing</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>liked rock n’ roll</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
One afternoon Mr Moo packed up his tool bag. He would need a hammer, a saw and lots of nails. Then he packed up some planks of wood and went down to the river to work on his rowboat.

<table>
<thead>
<tr>
<th>Mr Moo afternoon tool bag hammer saw nails planks of wood river build a row boat</th>
<th>1 1 1 1 1 1 1 1 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total ideas</td>
<td>25</td>
</tr>
</tbody>
</table>
APPENDIX NINE – Example of a Student Journal (from Intervention Teaching Sessions)