Hypothesis:

Use of the R.I.D.E.R. strategy improves the spontaneous and cued retell of Year Three students.

Abstract

Students often lack strategies to help them make meaning of text. They may be able to decode well, so on the surface level they appear to be competent readers, but are unable to recall information in oral or written response activities. They fail to monitor their own understanding and have difficulties operating at the sentence or conceptual level of reading. The purpose of this study is to investigate the effects of the R.I.D.E.R. (Read, Imagine, Describe, Evaluate and Repeat) strategy (Clark, Deshler, Schumaker, Alley & Warner, 1984) on oral retell. This strategy involves visual imagery training with a verbal rehearsal component. These strategies are under-utilised by students experiencing comprehension difficulties. This study examines whether use of the R.I.D.E.R. strategy improves the oral retell ability (both spontaneous and cued) of Year Three students.

Two students displaying sound decoding skills but with little recall of the text read were instructed in the use of the strategy and were given opportunity to practise. The amount of information they recalled increased during the instruction/intervention period. They showed an average of 47% increase in the amount of detail they recalled (spontaneously and cued). This would indicate that the use of the R.I.D.E.R. strategy increases the oral retell of Year Three students.

The implications of this study are for classroom teachers of children with these comprehension difficulties to utilise strategies such as R.I.D.E.R. when dealing with texts. The skills within this strategy would assist these students to become more strategic learners.

Introduction

Luke and Freebody (1999) developed a model which identified four groups of reading practices or roles a competent reader will assume – code breaker, meaning maker, text user and text analyst.   Many students at the middle primary level are able to decode text but have difficulty comprehending what they have read, which means they can access code breaking skills but are unable to make meaning. This prevents them from engaging with a text as a user or analyst (Luke & Freebody, 1999). Reading comprehension involves a number of skills including remembering the essence, facts and details of the

text and the more complex skills of interpreting and inferring (Mastropieri & Scruggs, 1997).

This inability to make meaning or comprehend the text could stem from poor metacognitive strategies including:
- the ability to create visual images when reading (Hibbing & Rankin-Erickson, 2003)
- restating in own words or summarising and self-monitoring of comprehension as reading is occurring (Bos & Vaughn, 1994, as cited in Sorrell, 1996; Gersten, Fuchs, Williams & Baker, 2001).

Visualisation is the ability to make mental images of the text to assist with comprehension. Some students read the words of the text but fail to connect the words they are reading to any mental picture or image. No warning signs are triggered when meaning is lost. Students can be taught to make mental pictures of what they are reading and to use these pictures to monitor their own understanding (Hibbing & Rankin-Erickson, 2003). Research in the explicit teaching of visualisation strategies has indicated that the use of strategies involving visualising techniques can improve comprehension (Clark, Deshler, Schumaker, Alley & Warner, 1984; Danko,1992; Borduin, Borduin & Manley, 1994; Jackson & Madison, 1998; Hibbing & Rankin-Erickson, 2003).

The research by Danko (1992) combined the use of visual imagery with verbal rehearsal. She likened the focus skills to the functions of a video – record, rewind and playback. She worked with fourth and fifth grade remedial reading students. All subjects in her study improved in the amount of detail recalled. Clark et al (1984) incorporated the use of visual imagery into a multi-component strategy called R.I.D.E.R. (Read, Imagine, Describe, Evaluate and Repeat). This strategy required students to form mental pictures of the information read and then describe these. The pictures were modified as more text was read. The verbalisation of these images led to an improvement in comprehension.   The research conducted by Borduin et al (1994) involved second grade students. A group of students received imagery training where they were required to make mental images of each text page and then to make visual and verbal representations of these mental images. The results indicated that second grade students' memory for detail and ability to make inferences improved with instruction in the use of imagery. In all cases described, the visual imagery strategy was combined with a verbalisation strategy, which could be likened to paraphrasing or restating.

To operate as a meaning maker (Luke & Freebody, 1999) good readers paraphrase, clarify and check whilst reading and can draw upon a number of strategies when confusion occurs (Pressley, Roehrig, Bogner, Raphael & Dolezal, 2002). Research in the explicit teaching of paraphrasing or restating in own words indicated that the use of this skill improved students recall of information from text (Gersten et al, 2001). Gersten et al (2001) reviewed research, which included studies regarding the use of the restating skill. They describe Jenkins, Heliotis, Stein and Haynes' study, conducted in 1987, where a group of grade three to six students were taught to restate in their own words and in writing what happened in the section of the text they read.

They evaluated their progress using a control group of like students. The group of students exposed to the teaching recalled more information than the control group. This review also discussed research conducted by Rose, Cundick and Higbee in 1983. This study involved three groups. Two were exposed to explicit teaching in a particular skill – one in visual imagery and the other in verbal rehearsal. The third group was the control group. Both reading strategies outperformed the control group. There was little difference between the performance of the two strategy groups.

The R.I.D.E.R. strategy described earlier, includes both visualisation and verbal rehearsal, in that, the students are required to describe the picture they have made in their minds. The evaluation stage allows them to check their images against what they have read and reorganise if necessary. It is a metacognitive multicomponent strategy (Mastropieri et al, 1997) designed to improve understanding of text.

For any strategy to be effective it must be introduced to students in an organised and supportive manner. This includes explanation and modelling by the teacher; planned activities where the student is able to practise the focus skill/s, with support being withdrawn as the student develops confidence; independent and self-regulated use of the strategy by the student (Pressley et al, 2002).

The present investigation aims to extend the earlier research by examining the impact of explicit teaching of the R.I.D.E.R. strategy, developed by Clark et al (1984), to two students in Year Three who displayed good decoding skills but had difficulty in comprehending text.

Prediction
Use of the R.I.D.E.R. strategy improves the spontaneous and cued retell of Year Three students.

METHOD

Design
This study used an OXO design, in which the increase in detail in an oral retell of text (both spontaneous and cued) following the teaching of the R.I.D.E.R. strategy was monitored for students in Year 3 who were having difficulties in comprehension. The Observation element of this study involved assessment of the participants' retell (including both spontaneous and cued) using 2 types of reading material. The first type was well supported by illustrations; the second had fewer illustrations and greater amounts of text on a page.

The treatment element of the study involved the participants reading a section of a narrative using the R.I.D.E.R. strategy and then giving an oral retell of the storyline. A record was kept of the number of ideas each participant had recalled accurately.

Setting

The school is a moderately large primary school situated in the northern suburbs of Melbourne. There are approximately 420 students, the majority of whom come from English speaking backgrounds.

Participants

The participants were 2 Year 3 students who have been slow to develop reading skills. Both students received extra assistance from the Special Needs teacher at various times throughout Year 1 and Year 2 due to their slow progress. The school did not have a Reading Recovery Program at the time these students were in Year 1 so it is difficult to know if they would have qualified. They are both quiet and are reluctant to participate in whole class work. They both decode well and are now reading text at an age appropriate level. Their problems lie in their ability to comprehend what they have read. They have difficulty recalling information, which is evidenced in retell exercises and other reading response activities.

Participant 1 is a female student aged 9 years.
She reached the Reading Recovery level of 28+ (based on running records) in the latter half of Year 2. She is an exceptionally quiet student, which makes assessment of her oral ability difficult in a classroom setting. She responds better to individualised instruction and assessment.
Participant 2 is a male student aged 9 years.
He reached the Reading Recovery level of 28+ (based on running records) in the latter half of Year 2. It became obvious in the baseline testing that his retell was influenced by the illustrations. In the first text, he was able to use the illustrations to help him to recall. In the second text, he gained misinformation from the illustrations where he retold facts that were not present in the text.

Materials
Texts
Assessment texts used were both narrative and were graded using Fry's Readability Scale (Fry, 1997). The word count ranged between 150 – 300 words. Illustrations featured more in the initial assessment text.
The intervention texts were also narrative and moved from big book form to small novels. As the sessions progressed, the number of illustrations reduced and those present were little support to the reader.
All texts fell within the participants' readability range.

Running Records
Running records were taken for the baseline texts and the post-intervention texts. This highlighted any difficulty that may have occurred with the decoding of the words within the text and illuminated areas where misconceptions may have arisen in the retell. (For example, in the baseline testing the word 'dinghy' was used. Both participants struggled to decode it and neither used it in their retell. Participant became confused when referring to both boats. This did not occur in the post-test.)

Oral Retell Record Sheet
'A Framework for recording a reader's retelling performance' developed by Dr John Munro (2003) was used to record and analyse both the spontaneous and cued oral retell.

Reading Questionnaire
Each participant completed a questionnaire, which allowed them to rate their reading behaviours and attitudes. This questionnaire was designed by Dr John Munro (2003).

R.I.D.E.R. Prompt Sheet
The steps involved in the R.I.D.E.R. strategy were printed on a sheet. The participants were able to draw their own pictures as prompts for each step or use the group devised prompts.

Dictaphone
A dictaphone was used to record the spontaneous and cued retell in some sessions.

Procedure

The students were withdrawn together for approximately 30 minutes each session. The sessions were not conducted at the same time each day due to timetabling constraints. They occurred approximately twice a week.

Prior to the intervention strategy commencing the baseline data was collected. It was established after each participant read an excerpt from 2 texts. The first was based on a text called *Summer Storm*, which has very supportive illustrations. The second was based on a text called *Nellie's Log,* which has only a few illustrations throughout and these focus on only one of the events that are described on the page they are located. This data was used to indicate the degree to which the intervention strategy has impacted of the participants' ability to retell the ideas contained in a narrative text.

Each participant also completed a questionnaire (Munro, 2003), that allowed them to identify perceived strengths and weaknesses in reading and explain their reasons. Both identified that they were not satisfied with their performance in remembering parts of a story. This gave a context for teaching the R.I.D.E.R. strategy.

Brief of the Procedure
1. The two participants in the study were withdrawn and the details of the study were explained. Time was spent ensuring that each child understood and felt comfortable with the process.
2. Baseline data was established for each child over two sessions. These were conducted individually. Each child read the same section of the text

and gave an oral retell. A running record was taken to ensure that the text was appropriate. Cued questions were used to assist them in elaborating on what they had understood from the text. This element involved 'who, what happened, when, why' type questions.

3. Two sessions were spent explaining and modelling the strategy. A shared reading procedure was used. These sessions were used to establish rapport and ensure the environment was supportive of their needs.

4. The intervention sessions followed a similar format, in that they each commenced with a recap of the stages of the R.I.D.E.R. strategy. The initial sessions involved teacher modelling prior to each student using the strategy. Sessions 4, 6 and 8 began with a recap of the part of the story read in the previous session. Each participant gave an oral retell of the section of the text they had read. This was then followed by cued questions by the teacher (the nature of which depended on the content given in the spontaneous retell). Their retell was recorded.

5. The level of teacher support, modelling and shared reading reduced throughout the intervention process.

6. The post-testing followed a similar format to the baseline testing. Each session began with a recap of the story the part of the story they had read in the baseline testing sessions.   A brief explanation of the R.I.D.E.R. strategy was given. Each child then continued to read the next part of the story. Their spontaneous and cued retell was recorded.

Results

The results of the running records show each text to be in the easy category for each participant, with each scoring an average of 98% accuracy. The average of the two baseline tests was calculated for each participant. These are expressed as a percentage of the number of ideas recalled in the oral retell. This was then compared to the average of the two post-tests. The increase in the oral retell from the pre to the post-test was then expressed as a percentage. This information is represented in Table 1.

Table 1: Comparison of average results of the Pre-tests and the average results of the Post-tests.

Participant	Pre-test average	Post-test average	Calculated increase in %
Participant 1	65%	84%	29%
Participant 2	49%	81%	65%

The data shows that the use of the R.I.D.E.R. strategy significantly improved the oral retell ability of both participants. The average growth in recall of ideas was 47%. This supports the prediction that use of the R.I.D.E.R. strategy would increase the oral retell of ideas of Year Three students.   The pre-test scores were calculated by averaging the score for each of the texts. The same calculation was used to determine the post-test score. The two participants' results and the average scores for both the pre and post-tests appear in Figure 1. This indicates the growth that occurred due to the

intervention sessions where the R.I.D.E.R. strategy was introduced and practised.
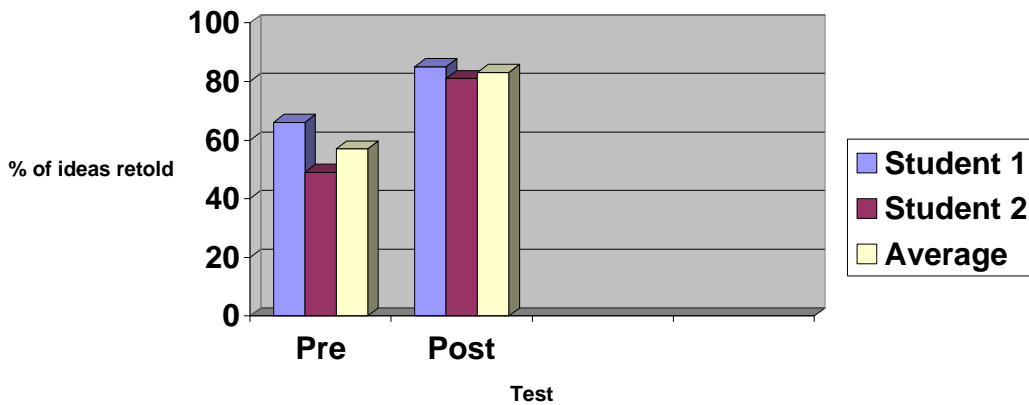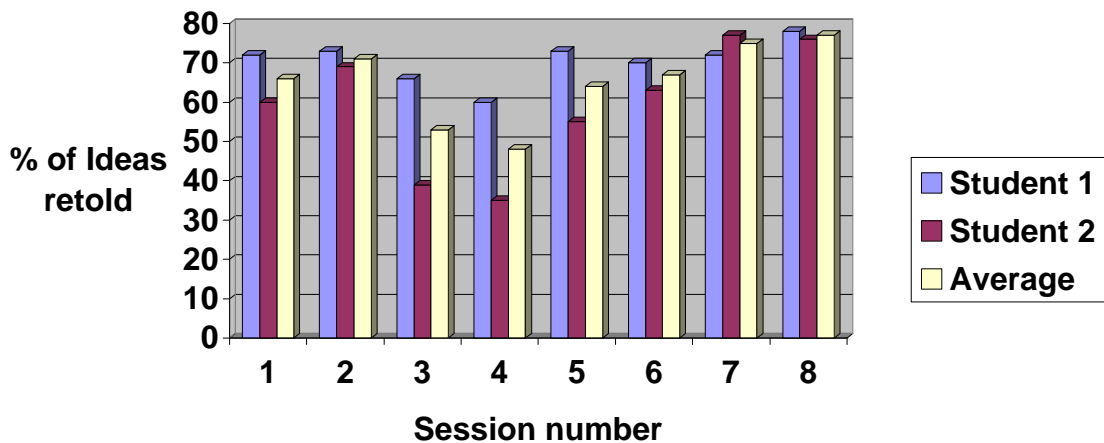
Figure 1: Pre & Post Test Results

Figure 2: % of Ideas retold by Session

During the intervention sessions, data was collected to determine the success of the strategy and to inform future planning. The scores for both participants and the average score appear in Figure 2. This shows that participant 1 performed better in all sessions except for one. It also shows that for both participants their results were not as good in Sessions 3 and 4. Possible reasons for this are presented in the Discussion section of this paper. The results for each participant are recorded in Tables 2 and 3. Table 2 gives information regarding the performance of Participant 1 and Table 3 gives information regarding the performance of Participant 2. In each case, the stage of the study, the title of the text used and the number of ideas in the section that each child read is indicated. The number of ideas that each participant recalled has been expressed as a percentage of the total number of ideas that appeared in the section read. The total percent of ideas recalled has been calculated by adding the percent of ideas recalled spontaneously to the percent recalled in the cued retell.

Table 2: Results for **Participant 1** for all sessions including baseline testing, intervention and post-testing

Stage of Study	Title of text	No. of ideas	% of ideas retold		
			Spontaneous	Cued	Total
Baseline testing	Summer Storm (1st section)	11	27	27	54
	Nellie's Log (1st section)	9	66	11	77
Intervention sessions	1. A Frog who would be King	9	72		72
	2. Felix and Alexander	11	73		73
	3. The Rock Band	15	66		66
	4. The Rock Band	15	27	33	60
	5. Careers-Day Surprise	15	20	53	73
	6. Careers-Day Surprise	13	46	24	70
	7. Why Pick Me?	11	45	27	72
	8. Why Pick Me?	14	57	22	78
Post-testing	Summer Storm (2nd section)	14	64	21	85
	Nellie's Log (2nd section)	13	69	15	84

Table 2 shows that although Participant 1's results showed improvement from the initial testing to the post, her scores did not increase consistently. The possible reasons for this are explained in the Discussion section of this paper.

Table 3: Results for **Participant 2** for all sessions including baseline testing, intervention and post-testing

Stage of Study	Title of text	No. of ideas	% of ideas retold		
			Spontaneous	Cued	Total
Baseline testing	Summer Storm (1st section)	11	27	27	54
	Nellie's Log (1st section)	9	33	11	44
Intervention sessions	1. A Frog who would be King	10	40	20	60
	2. Felix and Alexander	12	61	8	69
	3. The Rock Band	15	26	13	39
	4. The Rock Band	14	14	21	35
	5. Careers-Day Surprise	16	37	18	55
	6. Careers-Day Surprise	11	54	9	63
	7. Why Pick Me?	14	42	35	77
	8. Why Pick Me?	13	46	30	76
Post-testing	Summer Storm (2nd section)	14	57	21	78
	Nellie's Log (2nd section)	13	69	15	84

In both cases, the participants showed substantial growth from the initial testing to the post-testing. Participant 1 began the study performing better than Participant 2 but both were achieving similar results at the end of the study. Although she improved by 29%, it was not as substantial as Participant 2's increase of 65%. The possible reasons for this are elaborated in the Discussion section. Both participants regressed in Sessions 3 and 4 as they were introduced to the text *The Rock Band*. This is a small novel and, although it has supportive illustrations, it was not familiar to them, as were the previous two texts. Both participants continued to increase their recall of ideas after these two sessions.

Discussion

The results of this study support the hypothesis that the use of the R.I.D.E.R. strategy improves the spontaneous and cued retell of Year Three students. The average increase in retell of ideas was 47%. These results support the findings regarding visual imagery training (Clark et al, 1984; Borduin et al, 1994; Danko, 1992) and its positive impact on reading comprehension. As there is a verbal rehearsal or restating component to the strategy the findings also support the research in this area by Rose, Cundick and Higbee in 1983 (cited in Gertsen et al, 2001).

The participants were chosen because they were performing below the grade level in comprehension. Both were offered the opportunity to be involved in the study and understood what was expected. From the classroom teacher's description and assessment the two students seemed to be experiencing similar difficulties in comprehension. They both were able to decode and made very few errors when reading appropriately levelled text. It is interesting to note that Participant 1's scores in the initial part of the study were better than expected (concluded after discussions with the classroom teacher). A possible reason for this is her quiet nature, which could be overwhelmed in the whole class setting. The small group seemed to suit her personality. She volunteered more and was easily engaged in the tasks. Although the gains she made were not as substantial as Participant 2's, they were still significant. Anecdotal information indicates that her perception of herself as a meaning maker changed. She appeared to be confident in her ability to retell information very early in the study. She was often very keen to assist Participant 2 when it was his turn to retell.

Her results did not increase consistently. In sessions 3 and 4, she seemed to regress a little. The text was not familiar to either student. It was in a small novel format with the amount of text varying on each page. Both students did not perform as well as they had in the previous sessions. In session 5, she recalled less in the spontaneous retell and more in the cued. She was keen to finish the lesson quickly as she was going on to the computer room after the lesson.

Participant 2 appeared comfortable with the small group withdrawal. He showed more substantial growth in that his recall of ideas improved by 65%.

He experienced some difficulty in visualising and often over-relied on the illustrations. This was particularly obvious in the pre-test sessions where his retell was heavily influenced by the illustrations. He gave information that was not included in the text but he inferred from the picture. He performed better on the texts that were familiar where the illustration prompted his memory of the text (Sessions 1 and 2). Hibbing and Rankin-Erickson (2003) discuss the role of illustrations and how, in some cases, they support less competent readers and in others they interfere with comprehension. The illustrations in the text used in the first pre-test (*Summer Storm*) dominated the page and were supportive of the text. The second pre-test used a text (*Nellie's Log*) that had more of a magazine lay-out, with only one illustration for a large amount of text. In this case, Participant 2 recalled less information and also gave misinformation. For example, he named a boy as the main character because the illustration showed a boy jumping from the log. The boy did not feature in the text as such, it stated that 'children' jumped from the log. Participant 2, through discussion during the modelled and shared use of the R.I.D.E.R. strategy, was questioned regarding the images he was forming and how they related to the text. He found it difficult to form an image and tried to use the picture. In the shared sessions, when this occurred he was directed to close his eyes and the text was reread. Both participants then contributed to the description of the image.

The texts used in Sessions 3-8 were not familiar to either student and had more facts that could not be expressed in the illustrations. The illustrations became less useful. It would be interesting to note whether Participant 2 relied more on the text because he was processing it better or because the illustrations were not helpful. In either case, he showed growth in his recall of information.

It is difficult to determine which part of the R.I.D.E.R. strategy was most helpful for each participant. The strategy has a number of components – breaking the text into manageable parts, visualising, describing or rehearsing verbally and checking for inconsistencies in the evaluating stage. Participant 2 appeared reluctant to make an image. He was comfortable in restating what he had read, but when questioned could not seem to make a picture in his mind. Gersten et al (2001) state that some children find imaging difficult as it "requires considerable cognitive effort during reading" (p. 11). This lack of visualising did not result in a lack of progress. Rose, Cundick and Higbee, 1983 (as cited in Gersten et al, 2001) conducted a study where three groups were compared – one used a visual imagery strategy, one used a verbal rehearsal strategy and the third used unaided recall. The two strategy groups performed better than the third group. The visual group performed no better than the verbal group. Participant 2 appears to be better able to restate than visualise.

Although the effects of the strategy have been positive, it is important to note that the study did not include assessment of the students' self-regulated or independent use of the strategy in the normal classroom setting. This study involved, on average, two sessions per week for a period of just over five weeks. Pressley et al (2002) examined the teaching of effective

comprehension strategies and concluded that successful instruction occurred over a period of at least a semester and included extensive teacher modelling, explanation and scaffolded use of the strategy and culminated in student self-regulated use of the strategy. This study did not include such an intensive approach due to constraints in the researcher's timetable, the students' classroom commitments and unavoidable interruptions. A recommendation regarding the use of this strategy would be to increase the intervention element and incorporate the use of the strategy in the small group rotational work conducted in the normal classroom routines. It could be utilised in the explicit teaching group work and therefore be accessed by more students with similar comprehension difficulties. Monitoring of the success of the strategy could still be conducted through assessment during the withdrawal sessions. This would ensure a more intensive and supportive approach to the teaching of this strategy.

An extension of this study could be the combination of the same type of withdrawal intervention as mentioned and supported practice of the strategy during the normal classroom routines. This study examined the students' progress in conditions removed from those existing in a normal classroom. It did not include a longitudinal component. Combining both withdrawal and classroom use of the strategy may prevent the students seeing it as a tool used only in a particular situation with a particular instructor. The students in this study seemed to associate the strategy with the researcher. The brevity of this study did not allow for experimentation with the strategy or transfer into different types of reading.

Although some information was collected about the effect of this strategy on the spontaneous and cued retell (represented in Tables 2 and 3), it was not a purpose of this study. Therefore, analysis of the type of information given in the spontaneous retell and the type of cued questions that were regularly asked was not completed. It would be interesting to note whether the use of the strategy resulted in the same type of information (for example, the 'who', 'what', 'when') being included in the spontaneous retell. Was the cued retell used more to elicit inferential information?

Further research could be conducted into the impact of the use of the strategy on the cued as opposed to spontaneous retell. The students in this level are being exposed to texts with less supportive illustrations and are more often asked to respond to the text through written tasks. These tasks are presented in a variety of forms including the more traditional question and answer format and graphic organisers such as story maps and semantic webs. In effect, these could be considered a written form of a cued retell. It would be interesting to determine the effect of the strategy on responses other than the oral retell used in this study.

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APPENDIX

Appendix 1

The intervention element of the study was implemented over a 5-week period. The sessions were conducted approximately twice a week. The sessions were of 30-minute duration. The major aim of the sessions was to improve the students' ability to recall information they had read through the use of visual imagery and verbal rehearsal. The outcomes for the students included:

- Better processing of text due to breaking it into smaller parts
- Some use of the visual imagery
- Use of verbal rehearsal or restating skills
- Immediate feedback due to the small group
- Greater confidence in their own reading ability
- Improved perception of themselves as readers

As a result of these outcomes detail included in the oral retell – both spontaneous and cued increased for each student.

The teaching unit focused on the sentence and conceptual level. Both students had sound decoding skills but had difficulty processing what they had read. The R.I.D.E.R. strategy taught the students self-management strategies.

The lessons followed a basic format where the emphasis shifted according to the stage of the intervention. In the early sessions, greater time was spent in gaining the students' confidence and in learning about the strategy. As the sessions progressed the amount of teacher support was reduced and the students took on more responsibility in the use of the R.I.D.E.R. strategy.

The basic format for each session included:
- Greeting time
- Revision of the steps in the R.I.D.E.R. strategy
- Discussion regarding the steps and how they help you as you read
- Recap of the content (when continuing the story from the previous session)
- Modelled or shared use of the story
- Use of the strategy by each individual student (whilst one student read, the other could support). The order changed each session
- An oral retell by each student
- Cued question time to elicit further information

Modelled reading
This was utilised more in the initial sessions. The researcher read a small section of the text and then talked about the images that she formed. These images were modifies to accommodate new information that was read. The thinking involved in each of the steps was described.

<u>Shared reading</u>
Here the text was read jointly and each member of the group was able to describe the images they made as they read. The differences were discussed and modifications to the images were made. When difficulties making images arose, the verbal rehearsal component was emphasised.

<u>Explanation of each of the steps within the R.I.D.E.R. strategy</u>
Read

Imagine – this was likened to making a movie in your head to show the things that had been read. The idea of rewinding and replaying was discussed. A picture of a TV was used to represent the image created

Describe – this was where the students were encouraged to close their eyes and describe the picture they had made in their minds. When they experienced difficulty with making an image, they were asked to describe what they remember about what they had read.

Evaluate – the students were encouraged to check if their images or descriptions made sense in light of what they had read before.

Repeat

<u>Prompt sheet</u>
The steps in the strategy were recorded on a sheet. In the modelling sessions, the students were asked to help create pictures that could act as prompts for each of the steps. This sheet has been included in the Appendix.

BASELINE TESTING

This was conducted individually with each of the participants. The format for the testing sessions was identical for each participant. The student was welcomed and made to feel comfortable. The purpose of the session was explained and any questions answered. The text was briefly oriented, in that the title was read and predictions about the content were made. Each participant then read the designated amount of text. The session concluded with the student giving an oral retell of the text. After the spontaneous retelling, questions were used to elicit further information the student had gained from the text.

Two texts were used in gathering the baseline data. Both were levelled using Fry's readability scale and were age appropriate.
Text 1: Summer Storm
Author: Anne Boyd
The layout of this book has small amounts of text per page and large supportive illustrations.

Text 2: Nellie's Log
Author: Fia Clendinnen
This is a story in a children's magazine. This meant that there are large amounts of text and very few illustrations.
Each participant completed the 'Questionnaire – Reading Behaviours and Attitudes' designed by Dr John Munro which required them to nominate, using one of three different faces, how they rated their performance/ability in a variety of reading skills or behaviours. This gave an indication of the students' beliefs about themselves as readers.

Session 1
This session was devoted to the introduction and modelling of the R.I.D.E.R. strategy. A familiar big book, *Silly Willy* by Anne Hanzl, was used to demonstrate the steps within the R.I.D.E.R. strategy. A handout with the steps outlined was given to each participant. Each step was explained.

Session 2
This session involved the modelling of the strategy using a familiar big book. *The Great Fruit Gum Robbery* was used. A shared reading approach was used with each participant encouraged to imagine and describe, both steps in the R.I.D.E.R. strategy.

Lesson 1
Text: *A Frog who would be King*
Author: Kate Walker
Type: Narrative; familiar big book; small amount of text with supportive illustrations.
Shared reading of the first chapter with joint use of the R.I.D.E.R. strategy. Shared reading, using the strategy, of the next 2 chapters with each participant being responsible for the retelling of a designated section. Each retelling was recorded and analysed.

Lesson 2
Text*: Felix and Alexander*
Author: Terry Denton
Type: Narrative; familiar big book; small amount of text with supportive illustrations.
Shared reading of the first chapter with joint use of the R.I.D.E.R. strategy. Shared reading, using the strategy, of the next 2 chapters with each participant being responsible for the retelling of a designated section. Each retelling was recorded and analysed.

Lesson 3
Text: *The Rock Band*
Author: Tracey Reeder
Type: Narrative; small novel which is part of the Foundations Series called Take Two; amount of text per page varies; illustrations throughout but these do not capture all the ideas presented.
Shared reading of the first chapter with joint use of the R.I.D.E.R. strategy. Each individual then used the strategy to read a given section of the next

chapter and then retold that section. This was recorded, as was their response to any questions.

Lesson 4

Text: *The Rock Band*

Author: Tracey Reeder

Type: Narrative; small novel which is part of the Foundations Series called Take Two; amount of text per page varies; illustrations throughout but these do not capture all the ideas presented.

Each participant contributed to recalling the content of the text read so far. They were encouraged to use imagery to recall.

Each individual then used the strategy to read a given section of the next chapter and then retold that section. This was recorded, as was their response to any questions.

Lesson 5

Text: *Careers-Day Surprise*

Author: Alexandra Boow

Type: Narrative; small novel which is part of the Foundations Series called Take Two; amount of text per page varies; illustrations throughout but these do not capture all the ideas presented.

Shared reading of the first chapter with joint use of the R.I.D.E.R. strategy. Each individual then used the strategy to read a given section of the next chapter and then retold that section. This was recorded, as was their response to any questions.

Lesson 6

Text: *Careers-Day Surprise*

Author: Alexandra Boow

Type: Narrative; small novel which is part of the Foundations Series called Take Two; amount of text per page varies; illustrations throughout but these do not capture all the ideas presented.

Each participant contributed to recalling the content of the text read so far. They were encouraged to use imagery to recall.

Each individual then used the strategy to read a given section of the next chapter and then retold that section. This was recorded, as was their response to any questions.

Lesson 7

Text: Why Pick Me?

Author: Pat Edwards

Type: Narrative; small novel from the Popcorn Series; a page of text followed by an illustration, which does not capture all the ideas.

Shared reading of the first chapter with joint use of the R.I.D.E.R. strategy. Each individual then used the strategy to read a given section of the next chapter and then retold that section. This was recorded, as was their response to any questions.

Lesson 8
Text: Why Pick Me?
Author: Pat Edwards
Type: Narrative; small novel from the Popcorn Series; a page of text followed by an illustration, which does not capture all the ideas.
Each participant contributed to recalling the content of the text read so far. They were encouraged to use imagery to recall.
Each individual then used the strategy to read a given section of the next chapter and then retold that section. This was recorded, as was their response to any questions.