

Prediction Hypothesis:

***Teaching Year 2 students the strategy of
R.I.D.E.R improves their literal and
inferential comprehension***

ABSTRACT

Many students have difficulty in visualising a text and therefore, are unable to comprehend it accurately. Students are able to decode a text, but lack the ability to comprehend it, thus they are not making visual images of it. This disables the students from being able to recall the literal ideas within a text, or predict the inferential ones. Research has suggested that the teaching of the R.I.D.E.R visualisation strategy (Clark, Deshler, Schumaker, Alley & Warner, 1984) improves and enhances students' recall and retelling of literal and inferential events within a text.

The aim of this study was to test the hypothesis that *teaching Year 2 students the strategy of R.I.D.E.R will improve their literal and inferential comprehension*. This study observed six Year 2 students, with comprehension difficulties. Three students (intervention) were exposed to the instruction of the R.I.D.E.R strategy. All six students' reading comprehension was assessed (pre and post-test) through the use of Spontaneous Oral Retell, Listening Comprehension, Record of Oral Language and their reading behaviours/attitudes were recorded through the use of a Self-Efficacy reflection. The three intervention students received explicit instruction in the use of the R.I.D.E.R strategy and results indicated a significant increase in the recall of literal and inferential ideas within a text.

This study indicates that through the use of the visualisation strategy of R.I.D.E.R, students' literal and inferential comprehension can be improved and enhanced. The strategy provides students with a mode of recalling the ideas within a text.

INTRODUCTION

Learning to read is a difficult process. As well as having to decode letters into sounds and sentences into paragraphs, children must also comprehend what they are reading.

However, comprehension goes beyond the decoding of the text. Stephanie Harvey and Anne Goudvis (2000) define comprehension as:

“Comprehension means that readers not only think about what they are reading but what they are learning. When readers construct meaning, they are building their store of knowledge. But along with knowledge must come understanding.”

How does a teacher assist children in achieving this level of comprehension? What strategies can a teacher put into practice? Research proves that students who create visual images before, during and after reading enhance their comprehension (Gambrell & Bales, 1986; Peters & Levin, 1986; Pressley, 1977; Sadoski, Paivio & Paivio, 2001; Williams, Konopak, Wood & Avett, 1992).

Visualisation is “creating pictures in our minds that belong to us and no one else.

Visualising personalises reading, keeps us engaged and often prevents us from abandoning a book prematurely” (Harvey and Goudvis, 2000). This idea is supported by Debbie Miller (2001). She defines visualisation as “forming a mental image in one’s mind” by focusing on a reader’s representation, or prior knowledge. Her belief is that each student’s visualisation is unique due to their differing prior knowledge developed in their individual schema.

Independently, images or illustrations assist in the reading performance of students.

Collectively, “when children are taught to generate mental images as they read, they experience greater recall and enhanced abilities to draw inferences and make predictions” (Nielsen Hibbing & Ranking-Erickson, 2003).

However, there exists a common difficulty, whereby students are unable to visualise a text (or any part of it) that has been read, therefore they are unable to use the strategy to assist them in comprehension and recall. These students are classified as inactive (Torgesen, 1977 and 1982) and passive or reluctant readers who focus on the decoding of words rather than creating images associated with meaning (Nielsen Hibbing & Ranking-Erickson, 2003). Their inability to gain meaning from the text and poor task performance are due to the lack of strategies, such as visualisation, employed while reading. These students are unaware of such strategies that can be used to improve their understanding or are unable to initiate these strategies. Factors that also hinder the development of visualisation are “a lack of background knowledge and little personal involvement with the text” (Manning, 2002). Researchers in reading and imagery have provided direct evidence linking reading and mental imagery and have studied the relationship of imagery to prior knowledge and thinking processes (Kosslyn, 1983; Levin, 1973, 1981; Marks, 1972; Paivio, 1971, 1986; Peters & Levin, 1986; Pressley, 1976; Richardson, 1969; Sadoski, 1983; Sheehan, 1972; Stemmler, 1969; Tierney & Cunningham, 1984).

Research on visualisation shows that the comprehension of a text is improved and enhanced when students are taught to make mental images. Similarly, when children are taught to generate mental images as they read, they experience greater recall and

enhanced abilities to draw inferences and make predictions (Gambrell, 1981; Gambrell & Bales, 1986; Pressley, 1976; Sadoski, 1983, 1986). For example, by drawing the setting or characters from a story, teachers can determine whether or not the student truly understands where the story is occurring and which characteristics/traits each person in the text possesses. Additionally, drawings also allow the teacher to identify any inaccurate impressions a student might have and be able to correct them.

The use of visualisation was incorporated into a strategy known as the R.I.D.E.R strategy (Clark, Deshler, Schumaker, Alley & Warner, 1984). R.I.D.E.R is an acronym for 'Read', 'Imagine', 'Describe', 'Evaluate' and 'Read On'. Within this reading comprehension strategy, students use visual imagery when learning new material by converting what is to be learned into meaningful visual, auditory, or kinesthetic images of the information. Learners make mental images in their minds as the text is read; the images transform as the reader continues; students then recall and relate these images, as well as verbalise them. It is very much like having a movie in one's mind. The R.I.D.E.R strategy focuses on improving students' comprehension and critical thinking skills. The ability to visualise what is occurring in a text is vital in "promoting active processing and organisation of text propositions to enhance comprehension and recall" (Chan, Cole and Morris, 1990, p. 3). Chan, Cole and Morris (1990) further support the strategy of visualisation by articulating that

"Explicit visualisation instruction in conjunction with supported imagery by means of pictorial aids facilitated the comprehension performance of students with reading difficulties".

The visualising strategy is further supported by Pressley (1976) and Gambrell (1982), who said that “children as young as 8 years were successful at employing visual imagery to increase reading comprehension after only 20 minutes of training”.

The development of visual images while reading helps assists the reader to relate their own experiences to the text. It also provides greater understanding of what has been read. Maryann Manning (2002) states that

“Visualising is necessary for comprehending any text.
This ability can be enhanced by helping readers
concentrate on the pictures they create in their minds”.

The purpose of this study was to explicitly teach the R.I.D.E.R visualisation strategy to three Grade Two students, who were experiencing reading difficulties. It was anticipated that the students would automatically visualise the text and spontaneously recall information after reading. Double-sided pictorial and worded R.I.D.E.R prompt cards which illustrated the stages of the strategy, were utilised throughout the intervention to assist the students.

PREDICTION

Teaching Year 2 students the strategy of R.I.D.E.R will improve their literal and inferential comprehension.

METHOD

This study employed an OXO approach (Assessment-Teaching-Assessment) in which the visualisation strategy of R.I.D.E.R was taught to improve and enhance literal and inferential comprehension. Gains in literal and inferential comprehension were monitored following the teaching of the visualisation strategy of R.I.D.E.R to three Year 2 students with comprehension difficulties. All three students were at an age appropriate level for decoding, but possessed a low level of comprehension. A control group consisting of three students were assessed at pre and post-testing, to compare results with the intervention group.

The students were primarily assessed to determine their entry level of capability in spontaneous oral retell (literal and inferential) of an age appropriate text. They were also assessed via a listening comprehension test, whereby students had to recall events of the story immediately (literal) and five minutes later (inferential). The students were further assessed by means of a Record of Oral Language (ROL) test, to determine how well they could recall and re-tell sentences. Finally, a self-efficacy test, comprising of four questions was administered to determine how the students felt about reading, what they thought they did well when reading, what they found difficult when reading and what assisted them to read and understand better.

The students were then taught through an intervention program (consisting of nine lessons) the explicit use of the R.I.D.E.R strategy. The teacher aided in the intervention

by explaining, modelling and prompting the students in the effective use of the strategy. During the intervention process, the teacher directed and supported the students whilst they became familiar with the strategy, practiced it and became proficient in using R.I.D.E.R independently.

The students were post-tested following the nine intervention lessons (consisting of 40 mins. each) to assess their proficiency and ability in using the R.I.D.E.R strategy. The tests administered were the same as the ones used in the pre-testing.

PARTICIPANTS

Six students (two male – {students A and E} and 4 female – {student B, C, D and F}) were selected for this study. Students A, B and C received intervention and Students D, E and F were the control group. All of the intervention students had undertaken the Reading Recovery program in Year One, and were discontinued at levels 16, 19 and 18 respectively. The students were able to decode at an age appropriate level, but exhibited difficulty in comprehending the text.

Student A

Student A is a 7 year old male of Chinese origin. Chinese is mainly spoken at home, thus explaining his ESL background. Limited support for his learning is provided at home, as understanding is practically non-existent, other than from his brother, who is in Year Four, with similar problems. This has contributed to his low self-efficacy and depleted self-esteem. Student A participated in the Reading Recovery program in Year One and

was discontinued at a level 16. Despite being able to decode text, he was experiencing difficulty with comprehension. Contributing to this may be the fact that he has problems in employing visual imagery. During pre-testing, Student A was able to recall 31% of the literal ideas in the text and 28% of the inferential ones, after undertaking the Spontaneous Oral Retell test. Also of significant concern are his oral language skills which are extremely low. Student A scored 17 out of 42 in the Record of Oral Language test, administered during pre-testing. Student A was very excited to be chosen to undertake this study. He was keen to learn and develop new skills and enthusiastic to share them with his fellow students once the intervention was completed.

Student B

Student B is an 8 year old female of Vietnamese descent. A mixture of English and Vietnamese are spoken at home. Interest in her learning is apparent and support is provided. Student B has five sisters, one of which is still at primary school, in Year Four, and all are high achievers who take responsibility for their learning. Student B participated in the Reading Recovery program in Year One, and was discontinued at a level 19. She displays proficient skills in being able to decode a text, however, finds difficulty in comprehending it, and is often unable to fully recall or re-tell the events in a story. This would be due to the difficulty Student B has in constructing mental images. When asked to spontaneously retell a text during pre-testing, Student B recalled 47% of the literal ideas and 28% of the inferential ideas within the text. When Student B was told that she had been chosen to be a participant in her teacher's university project, she

was thrilled to be a part of something that would assist her in reading. She displayed a keenness to learn new ideas and develop them accordingly.

Student C

Student C is an 8 year female of Chinese descent. Chinese is mostly spoken at home, and the use of the English language is minimal. Even so, continual home support is provided. She is encouraged to try her best at all times and work hard to achieve goals. Student C participated in the Reading Recovery program in Year One and was discontinued at a

level 18. Her decoding is of an age appropriate level, however, she has difficulty in comprehending a text, thus displaying poor concept imagery. During pre-testing, Student C recalled 31% of the literal ideas and 28% of the inferential ideas within the text, after undertaking the Spontaneous Oral Retell test. Student C was informed that she would be participating in her teacher's university project, so that she would be able to learn a new and interesting way of understanding the stories that she read. She was very enthusiastic to be participating in the study, especially when told that she would be able to share her new found knowledge with fellow students once the intervention sessions concluded.

Student D

Student D is an 8 year old female of Chinese descent. A mixture of Chinese and English are spoken at home. Student D is able to decode at an age appropriate level, but has difficulty in comprehending the ideas within a text. She is very reserved and is shy in asking for assistance, suggesting that her self-efficacy is quite low.

Student E

Student E is an 8 year old male of Vietnamese descent. Vietnamese is mainly spoken at home, so the only real exposure he has to the English language is at school. Student E demonstrates the ability to decode a text, but is unable to fully recall the events within it, suggesting he is unable to employ visual imagery strategies.

Student F

Student F is an 8 year female of South American descent. A mixture of Spanish and English are spoken at home. Student F is quite proficient at decoding a text, but experiences difficulty when asked to retell the events within the story. She enjoys reading very much and asks for assistance when she requires it.

MATERIALS

Texts

10 texts were used from Kits 1 and 2 of the PM Benchmarks.

- The Waterslide – Level 14 (used for Spontaneous Oral Retell in pre and post testing)
- Football at School – Level 12
- Buying A New House – Level 12
- The Best Runner – Level 13
- The Fox and the Takeaway Chicken – Level 13
- Little Hen, Mouse and Rabbit – Level 14
- Skip Goes to the Rescue – Level 15
- Little Steg – Level 15
- The Classroom Play – Level 16
- Great Lion and Tiny Mouse – Level 16

The texts used were narrative and graded according to the Fry's Readability Scale (Fry, 1977). The word count ranged from 150-300 words. They were read to the students, therefore illustrations from the text did not feature. All texts were within the students' readability range.

Spontaneous Oral Retell Checklists – Refer to **Appendix 3**.

Checklists developed by Dr. John Munro (2003) were devised for each text to record and analyse students' spontaneous oral retell of literal and inferential ideas. The scores were converted to percentages for comparison.

Fry's Readability Graph

The graph was used to grade the level of difficulty for each text used in the pre and post sessions, and the intervention sessions.

Record of Oral Language Test

The ROL test was administered to students at the pre and post testing sessions to determine their level of recall of the sentences read to them. This test also displayed whether or not the students could visualise the phrase while it was being read to them, and then retell it.

Listening Comprehension Test – Refer to <http://webraft.its.unimelb.edu.au/476696/pub/tests/LC/htm>

The Listening Comprehension Test (developed by Dr. John Munro, 2002) was administered to the students at pre and post testing sessions, as well as at the mid-session review. The passage is read to the student, then the student immediately retells the story (while the teacher records it), including as much of it as he/she can remember.

Responses are recorded on an immediate recall checklist and a main events checklist.

The student is to then retell the events of the story after 5 mins. (This is also recorded on the checklists previously mentioned).

Self Efficacy Reflection Sheet – Refer to **Figure 9**.

Each student completed a self efficacy reflection at pre and post testing sessions, and at the mid-session review. This enabled them to reflect and discuss their reading behaviours and attitudes.

R.I.D.E.R Prompt Sheets – Refer to **Appendix 2**.

Each student was given a double-sided laminated R.I.D.E.R prompt sheet. The steps involved in the R.I.D.E.R strategy were printed on the sheet – one side consisted of the steps in words, the other side comprised of the R.I.D.E.R steps in illustrations.

Dictaphone

A dictaphone was used to record the students' spontaneous oral retells of the texts (in some sessions).

PROCEDURE

The six participants (3 intervention and 3 control) were pre-tested individually within the classroom over a two day period. On the first day, the record of oral language test was administered to each student, followed by the listening comprehension test. The spontaneous oral retell test of the text *The Waterslide* was then given to the students. The

final pre-test was the self-efficacy reflection. The spontaneous oral retell test and the self-efficacy reflection were conducted on the second day.

The three intervention students were withdrawn from the classroom each day, over a two week period. Five intervention sessions were administered in the first week, and four were conducted in the second. Sessions were conducted in a quiet area, without distractions or interruptions. The intervention sessions were administered during the literacy block and consisted of approximately 40 minutes duration each. After the fifth intervention session, a mid-session review was administered. This consisted of the students completing the listening comprehension test and a self-efficacy reflection. The

aim of the mid-session review was to determine whether the participants could independently use the R.I.D.E.R strategy and also to ascertain whether their self-efficacy in reading behaviours and attitudes had increased.

A brief outline of each session is below:

Pre-testing

All six students complete the pre-tests mentioned above, and their results were recorded.

Session 1

- Text reading – select a story from PM Benchmarks.
- Chn. draw what has happened in the story.
- Chn. draw what story will look like in 5 mins.
- Chn. to individually discuss story using their pictures.
- Model and teach R.I.D.E.R strategy. Chn. use R.I.D.E.R with teacher guidance.

Session 2

- Re-read text from session 1. What does it look like in 5 mins?
- Read a new text to group.
- Chn. draw pictures of what they saw in their minds while text was being read.
- Chn. talk about story, using drawings to assist.
- Teacher re-reads (if needed), and chn. check pictures to see if they are accurate. What will story look like in 5 mins?
- As a group, discuss and develop the stages of the R.I.D.E.R strategy.

Sessions 3 and 4

- A new text is used for each session.
- Reflect on the stages of the R.I.D.E.R strategy.
- Distribute the R.I.D.E.R strategy cue card (visual description and worded description).
 - **R**ead the passage
 - **I**magine and draw what the story is about
 - **D**escribe in pictures and words the retelling
 - **E**valuate by re-reading and listening to others – Do our pictures match what we've read?
 - **R**ead on
- Read new text.
- Chn. draw the story so far. What will it look like in 5 mins?
- Describe/retell what they have drawn.
- Evaluate own interpretation, based on others' descriptions and re-reading of the text.
- Read on.

Session 5

- Ask chn. individually (before the session) – What do we do NOW when we read? Has it made a difference to your reading and understanding (comprehending) of what you have read? Record individual responses.
- Using a new text, chn. independently use the R.I.D.E.R strategy – cue card may be referred to.
- What will it look like in 5 mins? Chn. draw.

Mid-session review

Individually, chn. complete:

- self-efficacy reflection.
- Listening comprehension test.

Session 6

- Reflect on the stages of the RIDER strategy.
- Using a new text, chn. use the RIDER strategy independently (cue card can be referred to).
- What will it look like in 5 mins? Chn. draw.
- Chn. describe what they have drawn.
- Evaluate own interpretation, based on others' descriptions and re-reading of the text.
- Read on.

Sessions 7, 8 and 9

- A new text is used for each session.
- Without assistance, chn. use the RIDER strategy (cue card can be referred to).
- What will it look like in 5 mins? Chn. draw.
- Chn. retell the story, using their pictures to assist.
- Evaluate own interpretation, based on others' descriptions and re-reading of the text.

- Read on.

Post-testing

All six students complete the post-tests mentioned above, and their results were recorded.

(Refer to **Appendix 1** for more detailed session plans).

RESULTS

The results indicate that teaching of the explicit use of the R.I.D.E.R visualisation strategy increases students' literal and inferential comprehension. Students A, B and C showed significant improvement from the pre-test to the post-testing session in their retelling abilities of literal and inferential ideas, thus supporting the prediction that teaching the R.I.D.E.R strategy improves literal and inferential comprehension.

Figure 1 (below) indicates a marked increase from pre-testing to post-testing in the percentage of literal ideas recalled/retold by the students. There was a 126% increase in the retelling of literal ideas by the three intervention students, compared to just a 16% increase for two students within the control group (Students E and F). Student D displayed a decrease from pre to post-testing of 5% in the recall of literal ideas in the text. (Refer to **Appendix 3** for Spontaneous Oral Retell checklists).

Figure 1: Pre and Post-test: Spontaneous Oral Retell results

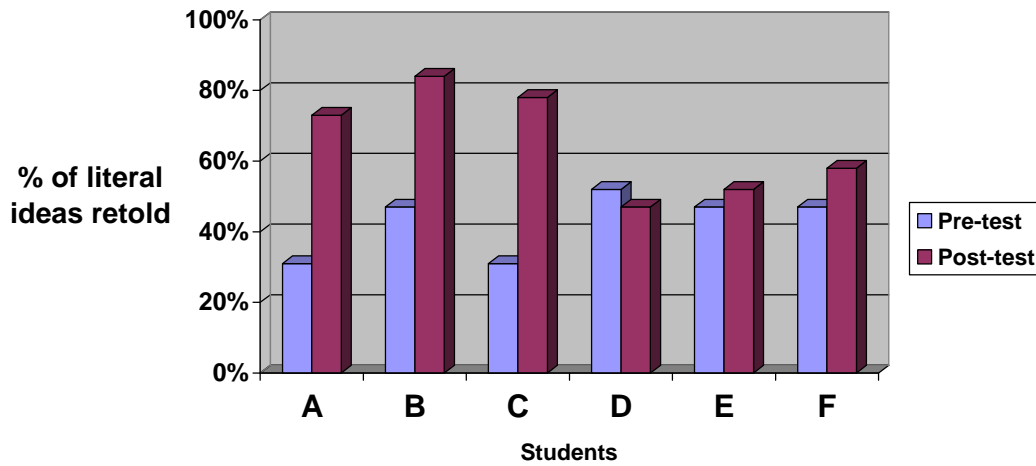


Figure 2 (below) displays the pre and post-testing results of the percentage of inferential ideas retold within the text. There was a considerable increase (158% collectively) in students A, B and C's ability to retell inferential ideas from pre-testing to post-testing, after R.I.D.E.R had been implemented. There was only a slight increase within the control group, with Student F gaining a 5% increase from pre to post testing. Student D remained consistent at being able to retell 42% of inferential ideas during pre and post testing; Student E decreased inferential retelling/recall capabilities by 5%. (Refer to **Appendix 3** for Spontaneous Oral Retell checklists).

Figure 2: Pre and Post-test: Spontaneous Oral Retell results

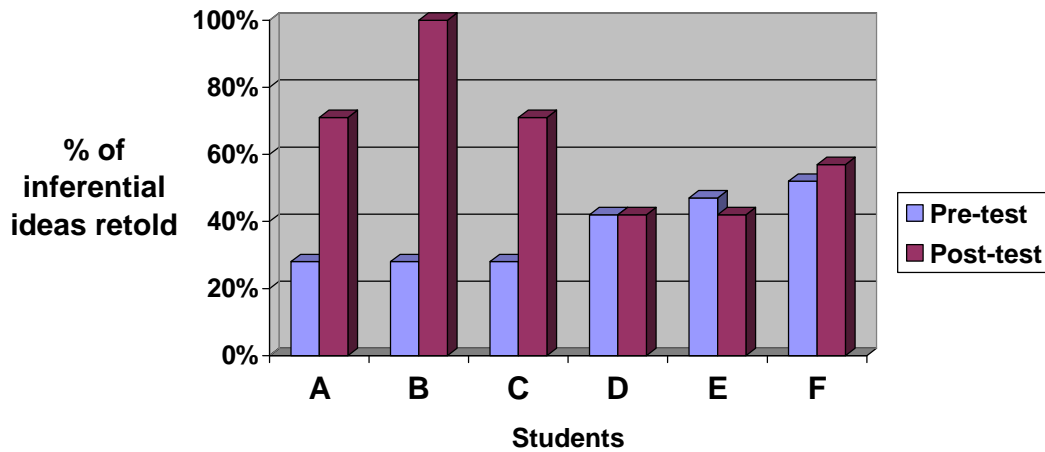


Figure 3 is a table which indicates texts used for each intervention session. The texts' ideas have been divided into literal and inferential events. As the table clearly shows, there was often a considerably higher amount of literal ideas than inferential ones within the text. It was relevant to note the intervention students' results in the acquiring of literal/inferential events within the table. Due to the participants having to draw what the story looked like at that moment (literal) and in five minutes time (inferential), as well as discuss their drawings, there was an improvement in the recall of literal/inferential ideas over the nine intervention sessions. The Evaluate stage of R.I.D.E.R, whereby the students have to listen to others and then re-read the text, would have also undoubtedly contributed to the increase in recall/retelling of literal and inferential ideas. The table also shows that the students were more proficient in recalling literal ideas.

FIGURE 3		Student A		Student B		Student C	
Text title	# of events	Literal	Inferential	Literal	Inferential	Literal	Inferential
The Best Runner	28	11/19	5/9	13/19	6/9	10/19	3/9
Little Hen, Mouse & Rabbit	30	11/20	4/10	12/20	6/10	10/20	3/10
The Fox & the Takeaway Chicken	24	6/14	4/10	10/14	5/10	8/14	3/10
Little Steg	23	4/16	1/7	11/16	4/7	5/16	1.5/7
Skip Goes to the Rescue	25	10/16	3/9	9/16	3/9	11/16	3/9
The Classroom Play	29	13/21	4/8	18/21	5/8	17/21	5/8
Great Lion & Tiny Mouse	27	16/20	4/7	17/20	4/7	14/20	5/7
Football at School	27	12/19	4/8	18/19	7/8	16/19	6/8
Buying a New House	26	10/20	3/6	17/20	4/6	13/20	3/6

The results of the percentage of literal ideas recalled during the nine intervention sessions are represented below in Figure 4. Student B demonstrated the highest gains, with her highest retelling displayed in session eight, at 94%, and her lowest recall percentage not below 51%. Students A and C were less consistent, with Student A demonstrating just a 24% recall of literal ideas in session four and Student C displaying a 31% recall within the same session. Student A's highest recall of literal ideas percentage was in session seven, at 80%, and Student C's was in session eight, at 84%. (Refer to **Appendix 3** for Spontaneous Oral Retell checklists).

Figure 4: Spontaneous Oral Retell - Intervention Session results

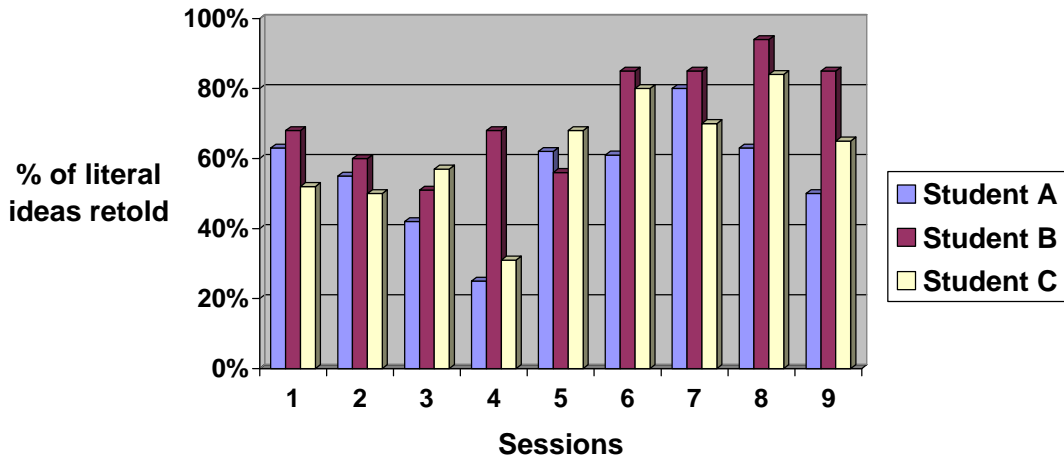
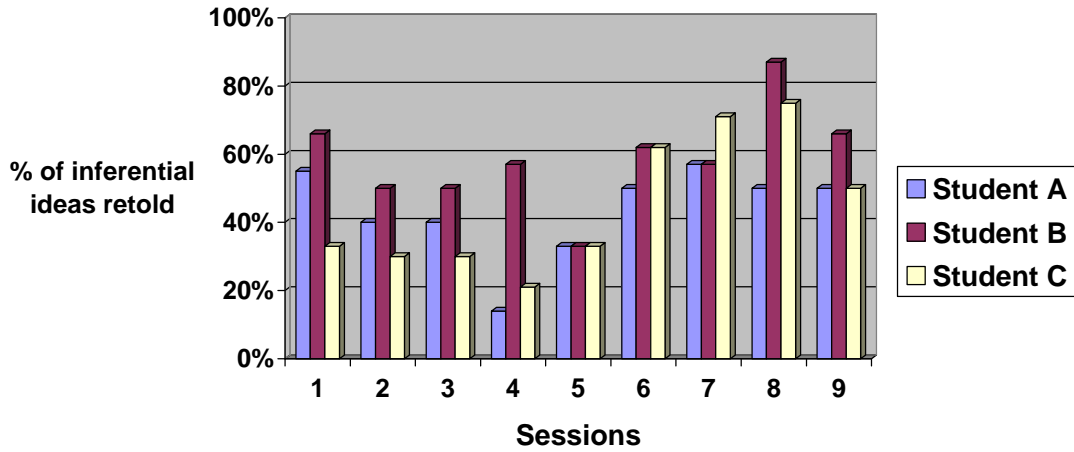


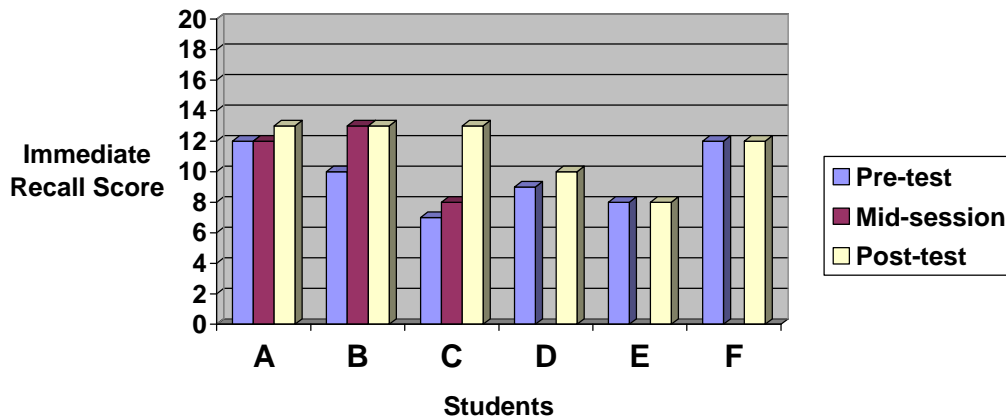
Figure 5 (below) indicates the percentage of inferential ideas recalled within the nine intervention sessions. Again, Student B has made the most significant gains, with her highest recall percentage being 87% in session eight. Student B's lowest recall percentage was in session five at 33%. This shows a 54% increase in her inferential retelling within three sessions. Students A and C display also display a gradual increase, with their highest percentages (of 57% and 75%) in sessions seven and eight respectively.

Figure 5: Spontaneous Oral Retell - Intervention Sessions results



The immediate recall scores for the listening comprehension test administered at the pre-test, mid-session review and post-test sessions are recorded below, in Figure 6. Student A, B and C's results display a steady increase, from pre to post-test sessions. The greatest gains were made by Student C, who displayed a 53% increase, from pre to post sessions. The control group's scores did not differ greatly, from pre to post-test sessions, as the results indicate. However, Student D did show a slight gain, from recalling 9 ideas at the pre-test session to 10 ideas at the post-test session. (Refer to <http://webraft.its.unimelb.edu.au/476696/pub/tests/LC/htm> for the Listening Comprehension test).

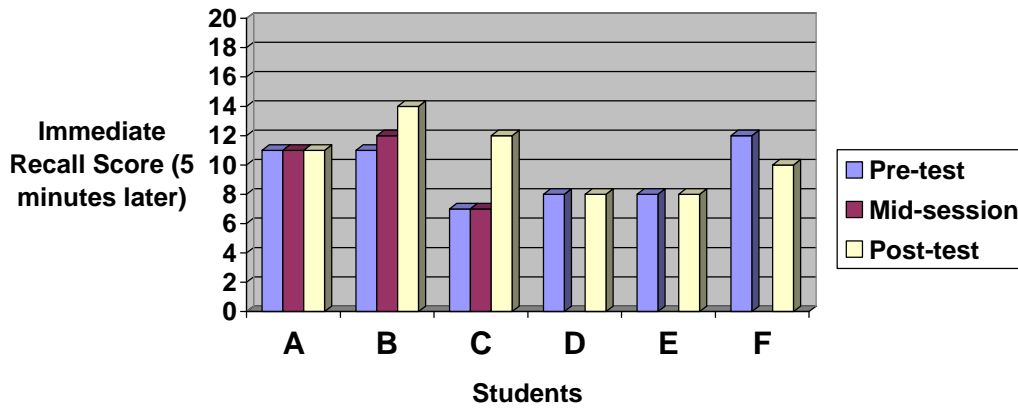
**Figure 6: Pre-Test, Mid-Session Review and Post-Test:
Listening Comprehension results**



(Students D, E and F did not undertake a mid-session review).

Figure 7 displays the results for the listening comprehension test administered at the pre-test, mid-session review and post-test sessions, however these scores are for ideas recalled five minutes after the story was first told. Student B displays the most consistent gains, from recalling 11 ideas at the pre-test, 12 at the mid-session review, to 14 at the post-test. However, Student C has shown the greatest increase, from pre and mid-session scores of 7 ideas, to 12 ideas recalled at the post-test, demonstrating a 58% increase. The control group's scores remained quite stagnant, except for Student F, whose post-test score decreased by 17%. (Refer to <http://webraft.its.unimelb.edu.au/476696/pub/tests/LC/htm> for the Listening Comprehension test).

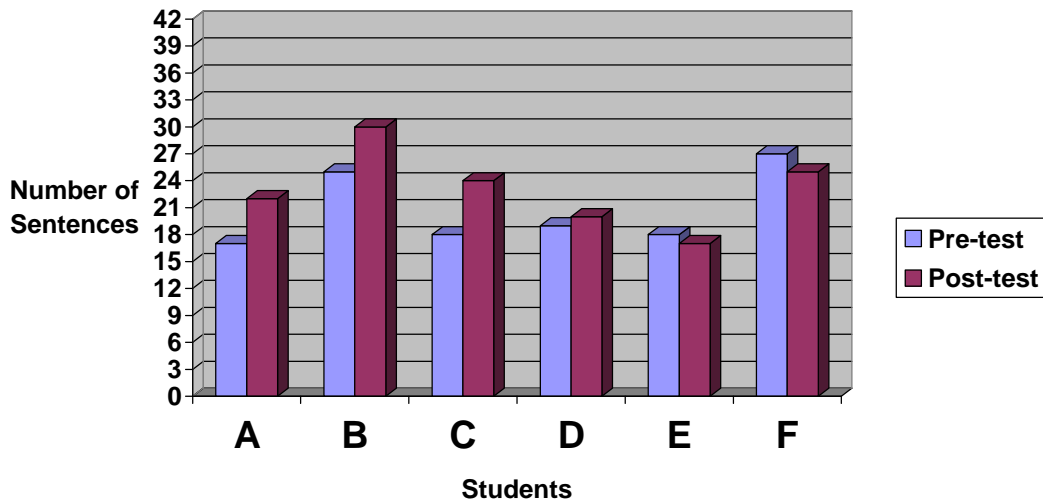
**Figure 7: Pre-Test, Mid-Session Review and Post-Test:
Listening Comprehension results**



(Students D, E and F did not undertake a mid-session review).

Figure 8 indicates the results of the Record of Oral Language test administered during the pre and post-testing sessions. All three intervention students show a significant improvement in the number of sentences they got correct. Contributing to this could be the Imagine stage of R.I.D.E.R, whereby the students have to imagine the phrase/sentence in their minds while reading or being read to. The control group's results varied. Student D showed a slight increase from pre to post-testing, whereas Students E and F displayed a decrease in correct responses.

Figure 8: Pre and Post-test: Record of Oral Language results



The responses recorded during the self-efficacy reflection, administered at the pre-testing, mid-session review and post-testing sessions are recorded below, in Figure 9. It is clear from the intervention group’s responses that they feel more comfortable and more confident with reading, now that they have grasped the R.I.D.E.R strategy. The control group’s responses did not differ much from pre to post-testing.

Figure 9: Self-Efficacy Reflection

Pre-test	Student A	Student B	Student C	Student D	Student E	Student F
How do you feel about reading?	Reading is okay – sometimes I don’t understand.	I really like reading stories, but sometimes they are a bit hard.	Reading is fun. I like it. Sometimes I don’t understand all of the story.	I like to read books. It’s fun and interesting.	Good, but I don’t always understand.	I love reading. But sometimes the books are hard.
What are the things that you do well when you read?	I don’t know.	I can read the story in my head – I don’t have to say it loudly.	Making different voices for different people in the book.	Doing the best I can to finish the book. I can read quickly.	I don’t know.	Pretending that I’m in the story.

What are the things that are difficult for you when you read?	Trying to say hard words.	Saying hard words. Understanding the story sometimes.	Understanding hard stories. Saying big words.	Sometimes I can't say the really big words in the book.	Sometimes the books are too hard for me. I can't say the words.	Saying hard words that I don't know.
What helps you to read and understand better?	Asking for help.	Looking at the pictures in the story.	Asking the teacher and reading the story again.	Asking the teacher for help or reading the book to people.	Talking to the teacher. Getting someone to read with me.	Reading the book again and looking at the pictures.
Mid-test	Student A	Student B	Student C	Student D	Student E	Student F
How do you feel about reading?	Happy, because I get to learn new things.	Good, because Miss is teaching me.	Excited, because I love reading and I want to do more.	N/A	N/A	N/A
What are the things that you do well when you read?	Imagining and making pictures.	Imagining and describing the story.	Drawing what I read and what I imagined.	N/A	N/A	N/A
What are the things that are difficult for you when you read?	Trying to sound out hard words.	Nothing, because when it's explained to me, I already know.	It's hard to talk about what I read – evaluate.	N/A	N/A	N/A
What helps you to read and understand better?	More reading and making a movie in my head.	Making pictures in my head.	Imagining and listening.	N/A	N/A	N/A
Post-test	Student A	Student B	Student C	Student D	Student E	Student F
How do you feel about reading?	I feel better about reading and good about it, because of R.I.D.E.R. It has helped me, because I can imagine and make pictures.	Perfect, because I feel like learning about reading more. In grade 1, I liked reading books, but it was harder, because I didn't know R.I.D.E.R.	I feel proud and happy because I have learnt lots of new things, like R.I.D.E.R. R.I.D.E.R has made me feel better about reading, because it helped me make pictures in my head.	Good, I like reading books about different things.	Okay, but I wish I could understand stories better.	I like reading, it's interesting.
What are the things that you do well when you read?	I can make pictures in my head and imagine things very well.	I can concentrate. I can listen really well too.	Describing and imagining.	Concentrating and trying my best.	Trying my best.	Thinking about the story in my head.
What are the things that are difficult for you when you read?	Trying to sound out hard words.	I don't see many things that are hard for me, except sometimes sounding out hard words.	Forgetting what a word is and how to say it and read it.	Trying to sound out words that I don't know.	Saying big, hard words.	Saying hard words.
What helps you to read and understand better?	By evaluating, by listening to others talk about the story and by reading it again.	By imagining and listening better – R.I.D.E.R helps me a lot.	By looking at the book and looking at the pictures. R.I.D.E.R helps me too.	Reading to my mum. Asking the teacher for help.	Reading the book with someone. Asking my teacher for help.	Reading the story again, to someone else.

(Students D, E and F did not undertake a mid-session review).

Drawings were also collected throughout the intervention sessions to determine whether or not the students had grasped the R.I.D.E.R strategy, and also to ascertain whether they were able to record what was happening in the text at that moment (literal) and whether they were able to infer or predict what would happen later (inferential). Students' retellings were also recorded.

DISCUSSION

The results of this study support the hypothesis that teaching Year 2 students the strategy of R.I.D.E.R will improve their literal and inferential comprehension. The results support the findings of research on visual imagery training (Clark, Deshler, Schumaker, Alley & Warner, 1984). Nielsen Hibbing and Rankin-Erickson (2003) in their research also reported that,

“If students can create their own images on the television screens in their minds as they read, their potential for understanding the text is increased.”

There were notable gains, however there was variation among the students in the way they employed the R.I.D.E.R strategy. The variation is especially evident in Student A's self efficacy reflection at pre, mid and post-testing sessions. Student A stated in pre-testing that 'Reading is okay – sometimes I don't understand.' It is obvious that by the mid-session review, his self-confidence had increased, as he stated to the question *How do you feel about reading?*, 'Happy, because I get to learn new things.' There were great gains in his self-efficacy by the post testing session, when he stated 'I feel better about reading and good about it, because of R.I.D.E.R. It has helped me, because I can imagine

and make pictures.’ Students B and C displayed a more positive initial response, as both stated that they liked reading. In the post self-efficacy reflection, Student B was able to compare her attitudes to those she had in Year 1 about her feelings towards reading. She also credits the R.I.D.E.R strategy for helping her to make such gains, by stating, ‘Perfect, because I feel like learning about reading more. In grade 1, I liked reading books, but it was harder, because I didn’t know RIDER.’ Student C also credited R.I.D.E.R for ‘helping me make pictures in my head.’ The variation of statements clearly reflects the intervention students’ grasp of and positive attitude towards the use of the R.I.D.E.R strategy.

Towards the latter part of the intervention (Sessions 8 and 9), Student A was very confident with the strategy and even exclaimed ‘Making pictures in my head is easy now! I can do that very well!’ While at times Student A was quite quick to draw the literal events of the text, his illustrations were not at all detailed and very minimal, therefore he found difficulty in describing his illustrations to the group. Although Student A’s gains were significant during intervention, his percentage of recalling of literal events was particularly low in sessions 3 and 4, at 42% and 25% respectively. This could be due to the fact that within these sessions, the entire text was read to the students, as opposed to a page at a time, as was the case in sessions 1 and 2. It has been noted by the researcher that breaking down the text (page by page) would be more beneficial in future research, as students would be able to focus on one idea. This is supported by Pressley, Roehrig, Bogner, Raphael & Dolezal (2002) who stated:

“For any strategy to be effective, it must be introduced to students in an organised and supportive manner. This includes explanation and modeling by the teacher, planned activities where the student is able to practice the focus skill, with support being withdrawn as the student develops confidence and is able to use the strategy independently.”

Another contributing factor could be that Student A was not familiar with the concepts within the text and could not link prior knowledge to such concepts. However, he did show a marked improvement in his recalling of literal and inferential ideas from pre to post-testing, boasting a 42% and 43% (respectively) overall increase.

Student B was very proficient in illustrating ideas after imagining them, and was also able to describe them in great detail, thus showing her familiarity with the concepts of the text and prior knowledge. She demonstrated a 37% increase in the retelling of literal ideas from pre to post-testing and a 72% increase in the retelling of inferential ideas, thus proving that the **Imagine** stage of the R.I.D.E.R strategy was extremely beneficial in her ability to visualise what would happen in five minutes. However, Student B’s recall dropped by 24% from sessions 4 to 5, suggesting that she was unfamiliar with the text’s ideas or had little prior knowledge in such concepts.

Student C was proficient at drawing the events in the text (**Imagine** stage of R.I.D.E.R), but got so engrossed in details, that at times, it resulted in her illustrating incorrectly, thus missing the main ideas. Student C’s most significant gains can be seen in sessions 6, 7 and 8 displaying 80%, 70% and 84% respectively in her recall of literal ideas within the text. These scores can be attributed to her confidence in using the R.I.D.E.R strategy, as

well as being familiar to the concepts within the text. She demonstrated a 47% increase from pre to post-testing in the recall of literal and inferential ideas.

Students D, E and F did not participate in the intervention sessions. Student D's recall of literal ideas decreased by 5% from pre to post-testing and her recall of inferential ideas remained the same at 42%. Student E was able to recall 5% more literal ideas at post-testing than at the pre-testing session, however his recall of inferential ideas dropped by 5%. Student F displayed an 11% increase in the recall of literal ideas and a 5% increase in the recall of inferential ideas. Clearly, the students who did not receive explicit instruction in mental imagery did not perform as well as those who had been instructed (Gambrell & Jawitz, 1993).

It has been noted by the researcher, for future research, that the use of the self-questioning strategy (Clark, Deshler, Schumaker, Alley & Warner, 1984) would be beneficial combined with R.I.D.E.R. Questions such as *Who? What? Where? When?* and *Why?* would undoubtedly assist in the students' recall of literal ideas and strengthen the retelling of inferential ideas.

While this study was conducted on students that were withdrawn from the classroom, it would be most interesting to see the effects of the strategy being taught to the whole class during Literacy blocks, as a focus during Shared Big book sessions. This would also determine whether the teaching of the R.I.D.E.R strategy would be as effective within a larger group.

The R.I.D.E.R strategy is only one way of improving students' literal and inferential comprehension. Using other methods of intervention in conjunction with R.I.D.E.R to improve the recall of literal and inferential comprehension would be most effective.

BIBLIOGRAPHY

- Chan, L.K., Cole, P.G. & Morris, J.N. (1990). Effects of Instruction in the use of a Visual-Imagery strategy on the reading-comprehension competence of disabled and average readers. *Learning Disability Quarterly*, 13, p. 2-11.
- Clark, F.L., Deshler, D.D., Schumaker, J.B., Alley, G. & Warner, M.M. (1984). Visual-Imagery and Self-Questioning Strategies to Improve Comprehension of Written Material. *Journal of Learning Disabilities*, 17, p. 145-149.
- Gambrell, L. & Bales, R. (1986). Mental imagery and the comprehension-monitoring performance of fourth and fifth grade poor readers. *Reading Research Quarterly*, 21, p. 654-664.
- Gambrell, L.B. & Jawitz, P.B. (1993). Mental imagery text illustrations, and children's story comprehension and recall. *Reading Research Quarterly*, 28, p. 264-276.
- Harvey, S. & Goudvis, A. (2000). *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Maine: Stenhouse Publishers.
- Kosslyn, S. M. (1983). *Ghosts in the Mind's Machine*. New York: W.W. Norton.
- Levin, J.R. (1973). Inducing comprehension in poor readers: A test of a recent model. *Journal of Educational Psychology*, 65, p. 19-24.
- Levin, J.R. (1981). On functions of pictures in prose. In F. Pirozzolo & M. Wittrock (Eds.) *Neuropsychological and Cognitive Processes in Reading*. New York: Academic Press.
- Manning, M. (2002). Visualising When Reading. *Teaching Pre K-8*, vol. 32, iss. 8.
- Marks, D.F. (1972). Vividness of visual imagery and effect on function. In P. Shehan (Ed.) *The Function and Nature of Imagery*. New York: Academic Press.
- Miller, D. (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Maine: Stenhouse Publishers.
- Nielsen Hibbing, A. and Rankin-Erickson, J.L. (2003). A picture is worth a thousand words: Using visual images to improve comprehension for middle school struggling readers. *The Reading Teacher*, vol. 56, iss. 8.
- Paivio, A. (1971). *Imagery and Verbal Processes*. New York: Holt, Rinehart & Winston.
- Paivio, A. (1986). *Mental Representations: A dual coding approach*. New York: Oxford University Press.

- Peters, E. E. & Levin, J. R. (1986). Effects of mnemonic imagery strategy on good and poor readers' prose recall. *Reading Research Quarterly*, 21, p. 179-192.
- Pressley, G. M. (1976). Mental imagery helps eight year olds remember what they read. *Journal of Educational Psychology*, 68, p. 355-359.
- Pressley, M., Roehrig, A., Bogner, K., Raphael, L. & Dolezal, S. (2002). Balanced Literacy Instruction. *Focus on exceptional children*, 34, p. 1-14.
- Richardson, A. (1969). *Mental Imagery*. London: Routledge and Kegan Paul.
- Sadoski, M. (1983). An exploratory study of the relationship between reported imagery and the comprehension and recall of a story. *Reading Research Quarterly*, 19, p. 110-123.
- Sadoski, M. (1986). The natural use of imagery in story comprehension and recall. *Reading Research Quarterly*, 20, p. 658-667.
- Sadoski, M., Paivio & Paivio, A. (2001). *Imagery and text: A dual coding theory of reading and writing*. Mahwah, NJ; Laurence Erlbaum.
- Sheehan, P.W. (Ed.) (1972). *The Function and Nature of Imagery*. New York: Academic Press.
- Stemmler, A. (1969). Reading of highly creative versus highly intelligent secondary students. *Reading and Realism*, 13, p. 821-831.
- Tierney, R.J. & Cunningham, J.W. (1984). Research on teaching reading comprehension. In P.D. Pearson (Ed.) *Handbook of Reading Research*, p. 609-655. New York: Longman.
- Williams, N. L., Konopak, B. C., Wood, K. D., & Avett, S. (1992). Middle school students' use of imagery in developing meaning in expository text. In D.J. Leu and C. K. Kinser (Eds.) *Literacy Research, Theory and Practice: Views from many perspectives*, p. 261-267.

Appendix 1: Session plans

Pre testing

- ROL
- Listening Comprehension
- Spontaneous Retell
- Self efficacy reflection

Session 1 (40 mins.)

- Text reading – *The Best Runner*.
- Picture drawing – ask the chn. to draw what has happened in the story.
- Ask chn. to draw what story will look like in 5 mins. (inferential).
- Ask chn. to individually re-tell the story from their pictures, to the group (describing). Record and write chn.'s responses.
- Model and teach RIDER strategy –
 - Re read the passage
 - Re-draw what the story is about based on other's retelling and re-reading
 - Students read-on further to confirm what their picture looks like in 5 mins.
 - Students reflect – What do you do when you read? How do you remember what happens in a story? Was it useful for you to make pictures in your mind?

Session 2 (40 mins.)

- Re-tell the story from session 1–*The Best Runner*. Include what it looks like in 5 mins.
- Read a new passage/text as a group–*Little Hen, Mouse and Rabbit*.. Ask the chn. to re-read the text individually.
- Draw – What did you see? What pictures did you make about the story?
- Describe – individuals retell their story, based on their drawing.
- Evaluate – based on others' description/reflection of the text, chn. go back and re read (if needed), and check to see if their description was accurate. What will the story look like in 5 mins.?
- As a group, discuss and develop the stages of the RIDER strategy.
 - What did we do? Ask chn. to describe the stages.
 - **Read** the passage
 - **Imagine** and draw what the story is about
 - **Describe** in pictures and words the retelling
 - **Evaluate** by re-reading and listening to others – Do our pictures match what we've read?
 - **Read on**

Sessions 3 and 4 (40 mins. each)

- A new text is used for each session–*The Fox and the Takeaway Chicken* and *Little Steg*
- Reflect on the stages of the RIDER strategy as a group.

- Distribute the RIDER strategy cue card (double-sided – visual/worded description).
- Read new text.
- Imagine in drawings the story so far. What will story look like in 5 mins.?
- Describe/retell what they have drawn.
- Evaluate own interpretation, based on others' descriptions and re-reading of the text.
- Read on.

Session 5 (40 mins.)

- Without assistance, chn. use the RIDER strategy cue card (if needed).
- Ask chn. individually (before the session) – What do we do NOW when we read? Has it made a difference to your reading and understanding (comprehending) of what you have read? Record individual responses.
- As per sessions 3 and 4 (using a new text-*Skip Goes to the Rescue*). Follow RIDER once more.

MID – SESSION REVIEW

- Self-efficacy reflection – How do you feel about reading? What are the things that you do well when you read? What are the things that are difficult for you when you read? What helps you to read and understand better?
- Listening comprehension.

Session 6 (40 mins.)

- A new text (*The Classroom Play*) is used for the session.
- Reflect on the stages of the RIDER strategy as a group.
- Without assistance, chn. use the RIDER strategy cue card (if needed).
- Imagine in drawings the story so far. What will story look like in 5 mins.?
- Describe/retell what they have drawn.
- Evaluate own interpretation, based on others' descriptions and re-reading of the text.
- Read on.

Sessions 7, 8 & 9 (40 mins. each)

- A new text (*Great Lion and Tiny Mouse, Football at School and Buying a New House*) is used for each session.
- Without assistance, chn. use the RIDER strategy cue card (if needed).
- Imagine in drawings the story so far. What will story look like in 5 mins.?
- Describe/retell what they have drawn.
- Evaluate own interpretation, based on others' descriptions and re-reading of the text.
- Read on.

Post testing

- ROL
- Listening Comprehension
- Spontaneous Retell
- Self efficacy reflection

Appendix 2: R.I.D.E.R cue card

R I D E R

Read the story

I magine and draw what the story is about

Describe the story in words and pictures

Evaluate by re- reading and listening to others

Read on

Appendix 2: R.I.D.E.R cue card

R I D E R



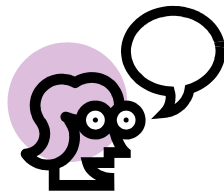
Read



Imagine



and draw



Describe in words



and pictures



Evaluate by re- reading and listening to others



Read on

Appendix 3: Spontaneous Oral Retell Pre-Test Results - The Waterslide – Level 14

Characteristic of the retelling	Ideas in the story	Number of ideas	Student A	Student B	Student C
The main characters	Tim, Michael, Dad and Mum	4	2	3	2
Theme of story	Boys going to a park with a swimming pool and waterslide	2	1	1	1
Plot of the story	One of the boys is afraid and the other boy helps him by going on the slide with him	2	1	1	-
Events of the story	• Tim's mum tells him they are going on a picnic today	1	-	-	-
	• Tim asks to invite Michael	1	1	1	1
	• Mum says yes but reminds Tim to ask Michael to bring his swimming things	2	-	-	1
	• Dad has to drive past the shops to get there	1	-	-	-
	• Tim is afraid to go on because of its size	1	-	1	-
	• Michael sees Tim having fun and decides he wants a turn	1	-	1	1
	• Michael lets Tim sit on his mat; they can go down together	2	1	-	-
	• Tim thinks it is great fun and decides to have a turn by himself	2	-	1	-
		19	6-31%	9-47%	6-31%
Inferential ideas (infer, predict, explain, read between the lines)	• Mum and Dad are taking the boys swimming	1	-	-	-
	• The new park is not close to Tim's house	1	-	-	-
	• Tim was afraid when he saw the waterslide – he did not want to go on it	1	-	1	1
	• Michael was excited when he saw the waterslide – he went on it straight away and had lots of turns	1	1	-	-
	• Tim could see that Michael was having great fun and felt better	1	-	-	-
	• Michael made Tim feel less nervous about going down the slide by letting him share his mat the first time	1	-	-	-
	• Tim wasn't scared anymore and decided to have a turn by himself	1	1	1	1
			7	2-28%	2-28%

Appendix 3: Spontaneous Oral Retell Post-Test Results - *The Waterslide* – Level 14

Characteristic of the retelling	Ideas in the story	Number of ideas	Student A	Student B	Student C
The main characters	Tim, Michael, Dad and Mum	4	4	4	4
Theme of story	Boys going to a park with a swimming pool and waterslide	2	1	2	1
Plot of the story	One of the boys is afraid and the other boy helps him by going on the slide with him	2	1	1	1
Events of the story	• Tim's mum tells him they are going on a picnic today	1	1	1	1
	• Tim asks to invite Michael	1	1	1	1
	• Mum says yes but reminds Tim to ask Michael to bring his swimming things	2	2	2	2
	• Dad has to drive past the shops to get there	1	1	1	1
	• Tim is afraid to go on because of its size	1	1	1	1
	• Michael sees Tim having fun and decides he wants a turn	1	-	1	1
	• Michael lets Tim sit on his mat; they can go down together	2	1	1	1
	• Tim thinks it is great fun and decides to have a turn by himself	2	1	1	1
		19	14-73%	16-84%	15-78%
Inferential ideas (infer, predict, explain, read between the lines)	• Mum and Dad are taking the boys swimming	1	1	1	-
	• The new park is not close to Tim's house	1	1	1	1
	• Tim was afraid when he saw the waterslide – he did not want to go on it	1	1	1	1
	• Michael was excited when he saw the waterslide – he went on it straight away and had lots of turns	1	1	1	1
	• Tim could see that Michael was having great fun and felt better	1	-	1	-
	• Michael made Tim feel less nervous about going down the slide by letting him share his mat the first time	1	-	1	1
	• Tim wasn't scared anymore and decided to have a turn by himself	1	1	1	1
		7	5-71%	7-100%	5-71%

Appendix 3: Spontaneous Oral Retell Checklists– Intervention Sessions results

The Best Runner – Level 13

Characteristic of the retelling	Ideas in the story	Number of ideas	Student A	Student B	Student C
The main characters	Mrs. Green, Rachel, Anna & James	4	3	3	3
Theme of story	About children running races	1	1	1	1
Plot of the story	One of the girls wants to win the race - a boy beats her. She wins the second race though.	3	1	2	1
Events of the story	• Mrs. Green and her class went to the park.	1	1	1	1
	• She asks who likes running. All the children say they do.	2	2	2	2
	• Children ask to run up to the swings and back. Rachel wants to be first.	2	1	1	-
	• James beat Rachel. She was unhappy because she wanted to be first.	2	1	2	-
	• The children raced again, around the park.	1	1	-	1
	• One boy fell over, so Rachel ran slowly at first.	1	-	-	-
	• Rachel ran faster, because she saw that James and Anna were catching up.	1	-	-	-
	• Rachel won the race.	1	1	1	1
			19	11-63%	13-68%
Inferential ideas (infer, predict, explain, read between the lines)	• Mrs. Green and her class went to the park to practice their running.	1	1	1	1
	• They wanted to practice their running by racing each other.	1	-	1	-
	• Rachel was worried when James caught up to her in the race, because she wanted to be first.	2	1	1	-
	• Rachel was disappointed when James won the race.	1	-	1	-
	• Rachel wanted to run again to prove that she could win	1	-	1	1
	• Rachel was worried when a boy fell over, so she ran slowly at the start.	1	1	-	-
	• Rachel ran faster, so that James and Anna couldn't catch up.	1	1	-	-
	• Rachel was happy when she came first.	1	1	1	1
		9	5-55%	6-66%	3-33%

Appendix 3: *Little Hen, Mouse and Rabbit* – Level 14

Characteristic of the retelling	Ideas in the story	Number of ideas	Student A	Student B	Student C
The main characters	Hen, Mouse, Rabbit & Fox	4	4	4	4
Theme of story	About Hen, Mouse and Rabbit being tricked by Fox	1	-	-	-
Plot of the story	Mouse and Rabbit were kidnapped by Fox	1	1	1	1
Events of the story	<ul style="list-style-type: none"> • Mouse and Rabbit were very lazy – Hen did all the work. • Hen went upstairs to make the beds. • While Mouse and Rabbit were asleep, Fox came in and put them in a bag. • He went into the woods and fell asleep under a tree. • Hen came downstairs to find that her friends were gone. • She ran into the woods to look for them. • Hen found Fox asleep with a bag next to him. A tail was poking out. • Hen set Mouse and Rabbit free, then they put stones in the bag. • The 3 friends went back to their house and locked the door. • Fox woke up and started to cross the river. • His bag was so heavy, that he fell into the river. 	<p>2</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p>	<p>1</p> <p>-</p> <p>1</p> <p>1</p> <p>-</p> <p>-</p> <p>1</p> <p>1</p> <p>1</p> <p>-</p> <p>-</p> <p>1</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>-</p> <p>-</p> <p>1</p> <p>1</p> <p>-</p> <p>-</p> <p>1</p>	<p>1</p> <p>-</p> <p>1</p> <p>1</p> <p>1</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
		20	11-55%	12-60%	10-50%
Inferential ideas (infer, predict, explain, read between the lines)	<ul style="list-style-type: none"> • Mouse and Rabbit were lazy because they never helped Hen with the housework. • Fox waited for Hen to go upstairs to sneak in and take Mouse and Rabbit. • Fox was tired because his bag was so heavy. • Hen was very worried when she couldn't find Mouse and Rabbit. • When Hen saw the tail coming out of the bag, she knew that Mouse and Rabbit were in there. • Hen, Mouse and Rabbit wanted to trick Fox by putting stones in his bag. • They locked their door to be safe, and so Fox couldn't get in. • Fox didn't realize that Hen, Mouse and Rabbit had tricked him and fell into the river. • Rabbit and Mouse helped everyday from then on, because Hen saved them and they were very grateful. 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p>	<p>-</p> <p>-</p> <p>1</p> <p>-</p> <p>1</p> <p>-</p> <p>-</p> <p>1</p> <p>1</p>	<p>1</p> <p>-</p> <p>1</p> <p>-</p> <p>1</p> <p>1</p> <p>-</p> <p>-</p> <p>1</p>	<p>-</p> <p>-</p> <p>1</p> <p>1</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
		10	4-40%	6-50%	3-30%

Appendix 3: *The Fox and the Takeaway Chicken* – Level 13

Characteristic of the retelling	Ideas in the story	Number of ideas	Student A	Student B	Student C
The main characters	Father Fox, Mother Fox, 3 babies	3	1	3	3
Theme of story	About Father Fox trying to find food for his hungry family	1	-	1	1
Plot of the story	Father Fox goes to find food for his family, but he has lots of trouble. He finally finds chicken in a rubbish bag and takes it back to his family.	2	1	1	1
Events of the story	• Father Fox went down the road to find a chicken to eat.	1	1	1	-
	• He saw a chicken house in a garden, but couldn't get in.	1	-	1	1
	• The Fox saw lots of cars when he tried to cross the road.	1	1	1	-
	• He smelled chicken coming from a takeaway shop.	1	1	1	1
	• He put his nose in a garbage bag and found chicken.	1	-	-	-
	• A garbage truck came, and a man jumped out to get the bags.	1	-	-	-
	• The fox ran away with the chicken.	1	-	-	-
	• He took the chicken back to his family and they ate it	1	1	1	1
			14	6-42%	10-71%
Inferential ideas (infer, predict, explain, read between the lines)	• Mother Fox looked after the babies, so Father Fox had to go and find food.	1	-	-	-
	• Father Fox tried to open the chicken house door, by jumping up on it, but he couldn't get in.	1	-	1	1
	• Fox was worried when he saw cars on the road.	1	1	1	-
	• He waited until the lights turned red, then knew it was safe to cross.	1	1	-	-
	• The takeaway chicken that the Fox could smell was food that the takeaway shop had thrown out.	1	-	-	-
	• The black bags were the garbage bags.	1	-	-	1
	• The fox was worried when the man jumped out of the truck, because he thought he was going to take the chicken.	2	-	1	-
	• Fox ran away with the chicken very fast, so that it was safe.	1	1	1	-
	• The family was very happy and thankful for the food.	1	1	1	1
		10	4-40%	5-50%	3-30%

Appendix 3: Little Steg – Level 15

Characteristic of the retelling	Ideas in the story	Number of ideas	Student A	Student B	Student C
The main characters	Little Steg, his mother, Big Dinosaur	3	2	3	2
Theme of story	About mother protecting Little Steg from Big Dinosaur.	1	-	1	-
Plot of the story	Big Dinosaur tried to catch and hurt Little Steg. Mother saved Little Steg by hitting Big Dinosaur with her tail.	2	-	1	1
Events of the story	• Little Steg walked down to the river with his mother and a herd of dinosaurs.	1	-	-	-
	• They heard thumping – Big Dinosaur had come.	1	1	1	1
	• All the dinosaurs started running away, back to the forest.	1	1	-	-
	• Little Steg couldn't keep up with the others, because he was too small.	1	-	-	-
	• Big Dinosaur tried to catch Little Steg.	1	-	-	-
	• Mother went back to save Little Steg.	1	-	1	-
	• Mother hit Big Dinosaur with her tail and made him bleed.	1	-	1	-
	• Little Steg and his mother ran into the forest.	1	-	1	-
	• Big Dinosaur couldn't run, so he went back to the river.	1	-	1	1
	• Little Steg, his mother and the herd of dinosaurs stayed in the forest, where they were safe.	1	-	1	-
		16	4-25%	11-68%	5-31%
Inferential ideas (infer, predict, explain, read between the lines)	• The dinosaurs were at the river to eat.	1	-	-	-
	• Everyone was scared of Big Dinosaur, because he was dangerous.	1	1	-	-
	• The dinosaurs ran back to the forest, because they knew they were safe there.	1	-	1	-
	• Little Steg couldn't catch up because he was small and had shorter legs.	1	-	-	-
	• Mother was very worried about Little Steg, so she went back to save him.	1	-	1	-
	• Mother's tail made Big Dinosaur bleed because it was long, strong and spiky.	1	-	1	½
	• Big Dinosaur could not chase Little Steg and his mother into the forest, because he was very hurt.	1	-	1	1
		7	1-14%	4-57%	1.5-21%

Appendix 3: Skip Goes to the Rescue – Level 15

Characteristic of the retelling	Ideas in the story	Number of ideas	Student A	Student B	Student C
The main characters	Jess, Skip, the boy & his father	4	3	3	3
Theme of story	About Skip the plane who rescues a little boy with a broken arm	1	1	1	1
Plot of the story	Jess and Skip fly around the island and land on the beach. They pick up the little boy.	2	1	1	2
Events of the story	<ul style="list-style-type: none"> Jess gets a phone call about a little boy who's broken his arm and climbs into Skip, the plane. 	2	2	1	1
	<ul style="list-style-type: none"> They fly over the island, faster and faster, looking for the boy. 	1	-	1	-
	<ul style="list-style-type: none"> They fly around the island until they see people waving and the boy and his dad. 	1	1	-	-
	<ul style="list-style-type: none"> They can't land because it's too rocky. 	1	1	-	1
	<ul style="list-style-type: none"> They land in the water at the end of the beach. 	1	1	1	1
	<ul style="list-style-type: none"> The boy's dad helps him get into the plane. 	1	-	-	-
	<ul style="list-style-type: none"> They fly back across the sea. 	1	-	-	1
	<ul style="list-style-type: none"> The boy thanks Jess and Skip. 	1	-	1	1
			16	10-62%	9-56%
Inferential ideas (infer, predict, explain, read between the lines)	<ul style="list-style-type: none"> Jess is worried about the little boy with the broken arm. 	1	-	-	-
	<ul style="list-style-type: none"> Skip went higher into the air, so that Jess could get a better view of the island. 	1	-	1	-
	<ul style="list-style-type: none"> Jess got Skip to fly around the island because she couldn't see the boy. 	1	-	1	-
	<ul style="list-style-type: none"> Skip flew slowly, so Jess could have a good look. 	1	-	-	-
	<ul style="list-style-type: none"> People were waving to get Jess's attention. 	1	1	-	-
	<ul style="list-style-type: none"> Skip couldn't land on the rocks, because it was too dangerous. 	1	1	-	1
	<ul style="list-style-type: none"> Skip landed in the water, because it was safe. 	1	1	1	1
	<ul style="list-style-type: none"> Skip and Jess were taking the little boy to the hospital. 	1	-	-	1
	<ul style="list-style-type: none"> The people cheered because they were happy that the little boy was going to get help. 	1	-	-	-
		9	3-33%	3-33%	3-33%

Appendix 3: *The Classroom Play* – Level 16

Characteristic of the retelling	Ideas in the story	Number of ideas	Student A	Student B	Student C
The main characters	Miss Hill, Emma, Matthew, Sam	4	3	4	4
Theme of story	About children putting on a play in their classroom	1	-	1	1
Plot of the story	Matthew wants to play the wolf, but Miss Hill chooses Sam. Matthew ends up being the wolf, because Sam is sick.	3	2	3	3
Events of the story	• Miss Hill told Emma that she could be Red Riding Hood in the class play.	1	-	1	1
	• Matthew wanted to be the wolf.	1	1	1	1
	• Miss Hill picked Sam to be the wolf. Matthew was sad	2	1	1	2
	• Miss Hill told the children to practice the play at home.	1	-	-	-
	• Emma asked Matthew to help her practice.	1	1	1	1
	• Matthew helped Emma practice by pretending to be the grandma and the wolf. Emma laughed.	2	1	2	1
	• Matthew liked being the wolf.	1	1	1	1
	• Miss Hill told the children they couldn't do the play, because Sam was going to be absent.	2	2	2	1
	• Emma suggested that Matthew be the wolf.	1	1	1	1
	• The children cheered and loved the play.	1	-	-	-
		21	13-61%	18-85%	17-80%
Inferential ideas (infer, predict, explain, read between the lines)	• Emma was happy to be chosen to be Red Riding Hood.	1	-	1	1
	• Matthew was disappointed when he was not chosen to be the wolf.	1	1	1	1
	• Matthew didn't want to help Emma practice, because he was still upset.	1	1	-	-
	• Matthew decided to help Emma, because he wanted her to do a good job.	1	-	-	-
	• Matthew had great fun practicing with Emma.	1	-	1	1
	• The children were disappointed when Miss Hill told them they couldn't have the play.	1	1	1	1
	• Emma asked Miss Hill if Matthew could be the wolf, because he did such a great job practicing.	1	1	1	1
	• The children thought that Matthew was an excellent wolf.	1	-	-	-
		8	4-50%	5-62%	5-62%

Appendix 3: *Great Lion and Tiny Mouse* – Level 16

Characteristic of the retelling	Ideas in the story	Number of ideas	Student A	Student B	Student C
The main characters	Lion and Mouse	2	2	2	2
Theme of story	About a mouse saving a lion	1	1	1	1
Plot of the story	A tiny mouse saves a lion by biting through a net	2	2	2	2
Events of the story	• The great lion was sleeping in the sun.	1	1	1	1
	• A tiny mouse went out to look for something to eat.	1	1	-	-
	• The mouse didn't see the lion and ran across his paw.	1	-	1	-
	• The lion woke up and caught the mouse.	1	1	1	1
	• The mouse asked the lion to let her go, because maybe one day, she would be able to help him.	2	2	1	-
	• The lion didn't believe her and laughed.	1	-	1	-
	• The lion let the mouse go.	1	1	1	1
	• The lion went out hunting at night and got caught in a net.	2	1	2	1
	• The mouse came along and saw him.	1	1	1	1
	• She helped him by using her sharp teeth to bite through the net and set him free.	2	2	2	2
	• The lion was very thankful and agreed that the mouse could help him.	2	1	1	2
		20	16-80%	17-85%	14-70%
Inferential ideas (infer, predict, explain, read between the lines)	• The mouse went out to look for food because she was hungry.	1	1	-	-
	• The mouse was very afraid when the lion caught her.	1	1	1	1
	• The lion didn't believe that the mouse could help him, because she was so small.	1	1	1	1
	• The lion didn't know how he was going to get out of the net.	1	-	1	1
	• The mouse wanted to help the lion, because he was nice enough to let her go.	1	-	-	-
	• The mouse nibbled for a long time, until she made a big enough hole for the lion to get out.	1	1	1	1
	• The lion was sorry that he didn't believe the mouse.	1	-	-	1
		7	4-57%	4-57%	5-71%

Appendix 3: Football at School – Level 12

Characteristic of the retelling	Ideas in the story	Number of ideas	Student A	Student B	Student C
The main characters	Matt, James, Andy & teacher	4	4	4	4
Theme of story	About boys playing football at school	1	1	1	1
Plot of the story	2 boys went to play football on the grass, but another boy said they couldn't. They watched the other boys' ball hit the classroom wall; it got taken away from them. They all played together.	4	3	4	4
Events of the story	<ul style="list-style-type: none"> • Matt and James wanted to find a place where they could play football. They went near the trees. 	2	-	1	1
	<ul style="list-style-type: none"> • It was not a good place, so they decided to go on the grass. 	2	-	2	-
	<ul style="list-style-type: none"> • They saw a bigger boy, Andy, and he said they couldn't play, because he and his friends always do. 	2	-	2	2
	<ul style="list-style-type: none"> • Matt and James saw Andy kick the ball into the classroom wall. 	1	1	1	1
	<ul style="list-style-type: none"> • A teacher took the ball away. 	1	1	1	1
	<ul style="list-style-type: none"> • Matt asked Andy if he and his friends wanted to play with his football. 	1	1	1	1
	<ul style="list-style-type: none"> • They all played together. 	1	1	1	1
			19	12-63%	18-94%
Inferential ideas (infer, predict, explain, read between the lines)	<ul style="list-style-type: none"> • Matt and James went over to the trees, because the big children came to the grass. 	1	-	1	-
	<ul style="list-style-type: none"> • It was not a good place to play, because of the trees in the way. 	1	-	1	-
	<ul style="list-style-type: none"> • Andy didn't want to let Matt and James join their game, because he always played with just his friends. 	1	-	-	1
	<ul style="list-style-type: none"> • Matt and James were disappointed when they couldn't play. 	1	-	1	1
	<ul style="list-style-type: none"> • Andy got into trouble for kicking the ball so hard at the classroom, and making a loud noise. 	1	1	1	1
	<ul style="list-style-type: none"> • The teacher took the ball away to teach him a lesson. 	1	1	1	1
	<ul style="list-style-type: none"> • The big children were disappointed. 	1	1	1	1
	<ul style="list-style-type: none"> • Matt thought it would be a nice idea to invite the other children to play with them, since they didn't have a ball. 	1	1	1	1
		8	4-50%	7-87%	6-75%

Appendix 3: *Buying a New House* – Level 12

Characteristic of the retelling	Ideas in the story	Number of ideas	Student A	Student B	Student C
The main characters	Mum, Dad, Gran, 2 boys	5	2	4	3
Theme of story	About a family buying a new house	1	1	1	1
Plot of the story	A family are looking for a new house to buy. It has to have a room for Gran. They buy the house.	3	2	3	2
Events of the story	• Gran is coming to stay with the family for a long time.	1	-	1	1
	• Dad and Mum want to buy a bigger house, with a bedroom for Gran.	2	-	1	-
	• The family went and saw some houses; they liked the white one best.	2	2	2	2
	• They went to see the white house again – it had grass for the boys to play on.	2	1	1	1
	• They saw inside the house.	1	-	1	-
	• It had bedrooms for the boys and one for Gran.	1	-	-	1
	• Gran had a look at the house and liked it.	1	-	1	1
	• Mum and Dad are going to buy the white house.	1	1	1	-
	• The family is very happy.	1	1	1	1
			20	10-50%	17-85%
Inferential ideas (infer, predict, explain, read between the lines)	• Gran is coming to stay with the family because she's by herself.	1	-	1	1
	• Mum and Dad want to buy a bigger house, because the one they live in is too small for the family and Gran.	2	1	1	1
	• They liked the white house, because it was big enough for the whole family and it had a good yard.	2	1	1	1
	• Mum and Dad decided to buy the house, because everyone liked it.	1	1	1	-
		6	3-50%	4-66%	3-50%

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