

ACTION RESEARCH PROJECT **IN LITERACY TEACHING**

“The cued use of the RIDER STRATEGY leads to an improvement in spontaneous oral retell.”

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ABSTRACT

Some children experience difficulty in maintaining comprehension whilst reading.

Research in explicit strategy training has shown improvement in comprehension.

The present study examines explicit strategy training for visualising and recalling main ideas of text read in the form of the RIDER strategy. Results of the spontaneous oral retell will display the visualising and verbalising capacity of the reader through the use of the RIDER principle on texts read.

One student in Year 2 who experiences reading difficulties was taught the RIDER strategy. He was taught the meaning of the acronym and how to use it. The teaching targeted explicit reconstruction of the RIDER strategy before, during and after reading. At the conclusion of the text reading, the student was asked to give a spontaneous oral retell and knew he was expected to cover all details read.

The Year 2 student's spontaneous oral retell of the main ideas read in narrative text improved over the ten sessions. Evidence of improved reading output and other comprehension skills were displayed. These were shown by text accuracy, self-correction rate, words per second rate, increased instances of re-reading and reduced number of TOLDS on text, improvement of M and S cue score on errors and improved scoring of V cue for self-correction.

INTRODUCTION

Many children perform poorly on text as they are unable to visualise whilst reading and therefore unable to comprehend what is being read. During reading they rely on being told words as they have lost meaning of the text and the reading breaks down due to lack of cues being used. Errors increase, self-correction is minimal and the reader is incapable of working through the text with any sort of strategies in place. Oral reading lacks fluency and phrasing and intonation becomes incorrect. Meaning breaks down and is often lost as the reader deciphers at the individual word level rather than sentence/paragraph level.

Clark, Deshler, Schumaker, Alley & Warner, (1984) suggested that two learning strategies, visual imagery and self-questioning, increased reading comprehension in learning disabled students.

The visual imagery component allowed the students to use the RIDER principal or strategy:

1. **R**ead
2. **I**mage
3. **D**escribe
4. **E**valuate
5. **R**epeat

The students read a passage and created visual images by visualising the content. Specific instructional procedures were implemented. Students underwent:

- Testing on current level of ability

- Strategy being described
- Strategy being modeled
- Verbal practice of the strategy steps
- Practice in reading ability level material
- Practice in grade level material

The learning disabled students were capable of learning the strategies and both components resulted in greater comprehension scores.

The RIDER strategy is one method of developing metacomprehension strategies (Gee, 1998) in order to assist children experiencing difficulties whilst reading.

By teaching text processing strategies that promotes comprehension, the reader develops self-regulated monitoring. He reviews and fixes up the breakdown in meaning by employing appropriate strategies. Comprehension is maintained and reading becomes more successful. Similar to RIDER, metacomprehension strategies address before, during and after reading strategies. Before reading it is ideal for the reader to verbalise his strategy use. While reading, metacomprehension includes visualising and verbalising. After reading it also includes the checking or evaluative strategy. Gee (1998) also suggests that the strategies learned should be reinforced by being made into personal strategy charts which is also similar to the RIDER cue cards.

Collins (1994) states in her article that metacognition in reading to learn involves four variables, texts, tasks, strategies and learner characteristics.

Knowledge of the text structure is necessary, knowledge of the task at hand,

knowledge of how to self-regulate the reading process in order to rectify loss of meaning and knowledge of the learner himself. Promotion of metacognition and the incorporation of comprehension strategies before, during and after reading are both intertwined.

Children with learning disabilities need explicit teaching of strategies such as paraphrasing and verbalising. They need to be taught how to identify and select appropriate strategies, monitor problem-solving, organise information and evaluate accuracy. These children lack self-regulation and experience difficulty with cognitive and metacognitive processes. (Miller and Mercer, 1997)

Malone & Mastropieri, 1991, showed in their study that children taught summarization strategies with a self-monitoring component out performed their other control groups in comprehension testing. They used self-monitoring prompt cards with the successful group. Explicit instruction over a relatively short period of time displayed students benefiting from the summarisation strategy, requiring them to attend to the detail more closely, describe main ideas in their own words and process the information.

Hammond (2001) describes how scaffolding provides high support to learners to achieve tasks and acquire understandings that they might not have achieved on their own. With cognitive adult support, the learner can internalise new understandings through sequenced and challenging activities and achieve higher levels of learning beyond expectations.

Therefore it is highly appropriate to address a Year 2's reading difficulty with developing strategies that will include metacognitive processes to improve comprehension. Oral reading output should also display indicators of improved comprehension along with the results of the spontaneous oral retell. The present study was designed to address his needs.

Prediction:

“The cued use of the RIDER STRATEGY leads to an improvement in spontaneous oral retell.”

The independent variable of this study is the implementation of the RIDER strategy.

The dependent variable is the spontaneous oral retell outcome.

METHOD

Participant

Student X, 7 years, 10 months, is a third wave Year 2 student. In 2001, as a Year 1 student he received Reading Recovery tuition for over 20 weeks. He discontinued the program at Text Level 17, Instructional. In February, 2002 he was reading at Text Level 14, Instructional. He had regressed by 3 levels over the school holiday break.

All Year 2 students at his school are reading at Level 28+, Instructional Level with the exception of one recently enrolled boy at Level 24 and Student X presently at Level 16.

- Student X underwent a program organised and implemented by the Reading Recovery teacher/CLaSS Literacy Co-ordinator.
- Student X is the lowest text achiever of the Year 2 cohort. His text level at beginning of Year 2 was lower than the set Year 1 Benchmark.

Instructional Materials

Gee (1998) suggests that for the teaching of metacomprehension, narrative texts initially work best and the teaching is suited to one-on-one reading sessions.

For the purpose of this research, narrative texts, as recommended in Gee's study, were selected at the student's instructional level. The Elley noun frequency count was applied and the selected texts were ordered into text difficulty from the least difficult to the higher grade of difficulty.

Materials used included the following:

- Training and testing texts - 13 reading recovery level 16 narrative texts graded according to the Elley Noun Frequency Method (1989-1990) (Appendix 1)
- Monitoring cards -"RIDER" cue cards (Appendix 2)
- Running record sheets
- Main ideas checklist for each text for spontaneous oral retell(Appendix 3)
- Tape recorder and audio tapes
- Stop watch

General Procedure

- Student X took part in 11 sessions of ½ hour duration (or longer) over eleven days – consecutive where possible as outlined in Table 1 and Table 2.
- Sessions consisted of one-on-one teaching in the Special Education/Reading Recovery Room

In order to teach metacomprehension strategies, Gee (1998) suggests direct explanation and explicit teaching. It is important that the child knows what he knows and what he is learning. Gradual transfer of the responsibility for the enlisting of the strategies himself is recommended. This was built into the instructional procedures.

Instructional procedures

The instructional procedure used to teach visual imagery was adapted and modified from Clark, Deshler, Schumaker, Alley and Warner (1984) and Gee (1998).

The steps taken were:

1. pre-testing the current level of the student over 3 sessions
2. describing the steps of the procedure
3. modeling the strategy
4. verbal rehearsal of the strategy's steps
4. practice visualising using controlled materials written at the student's instructional level
5. spontaneous oral retell of the text read
6. repeating steps 2-5 over five sessions
7. post-testing over 2 sessions

“Visual imagery strategy procedures

The visual imagery strategy was designed to facilitate reading comprehension by requiring students to read a passage and to create visual images representative of the content of the passage. Students followed these procedures:

1. **READ** Read the first sentence.
2. **IMAGE** Try to make an image – a picture in your mind
3. **DESCRIBE** Describe your image.....
4. **EVALUATE** Evaluate your image for its completeness.
 - a. Check to make certain your image includes as much of the sentence content as possible. If content is missing, adjust your image and continue.
 - b. If your image is comprehensive, continue.
5. **REPEAT** Read the next sentence and repeat steps 1 through 4” (Clarke et al., 1984, p.146)

In this study the student read page by page and followed the above steps not sentence by sentence as described above.

Testing procedures and measurement

Gee (1998) also recommends observation of oral reading by taking and analysing running records and taking note of the children’s own comments.

A running record of oral reading captures the child’s reading behaviour for later analysis. Gee (1998) explains that a child using meaning on text will display

- a self-correction rate of 1:3 or better on text of instructional level
- use of meaning and structural cues being checked by visual cues
- evidence of re-reading to maintain meaning when a self-correction is made
- to re-read
- use substitutions that make sense
- fluency, phrasing and intonation

Gee’s (1998) recommendation of the implementation of the use of running records and the above indicators were incorporated into the assessment and observation in conjunction with the spontaneous oral retell.

- Observations were made by recording and analysing the student's reading behavior through the use of running records on unseen text and on the subsequent reading of the now seen text on the following day.
- Through the use of the running records Gee's (1998) points can be observed, noted and analysed in order to display the students use of meaning and comprehension. Running records were taken on the unseen texts and analysed according to accuracy, self-correction rate, MSV cues used, frequency of TOLDS, frequency of re-reading.
- The oral reading was taped and timed to calculate words per second rate on unseen and seen texts in order to note fluency.
- A spontaneous oral retell was given by the student directly after the reading of each unseen text. This was recorded onto audio tape so that the spontaneous oral retell could be accurately recorded in written form and analysed later. The student was given details of what was required. Main ideas in each text were extracted and tabulated in the form of a checklist prior to data collection to reduce bias. These were scored according to the student's spontaneous oral retell when he had completed the oral reading of selected texts.

RESULTS

Student performance is described in five sections:

- 1) Spontaneous oral retell
- 2) Oral reading rate

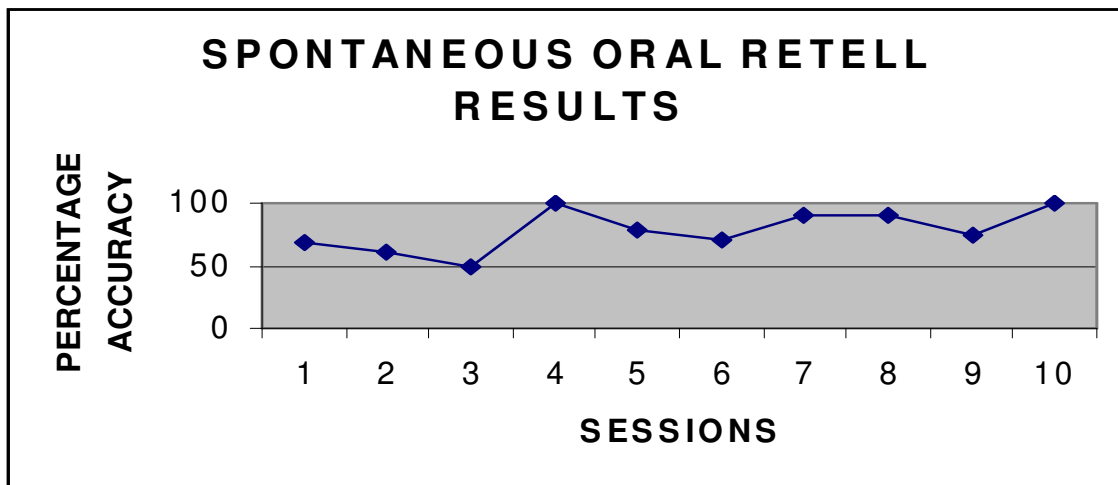
3) Reading accuracy on unseen and seen text

4) Reading Behavior on unseen texts

5) Self-correction rate

Spontaneous oral retell

The student's spontaneous oral retell scores were calculated by points given to each pre-determined main idea in the text read in each session. These were then converted to percentages.



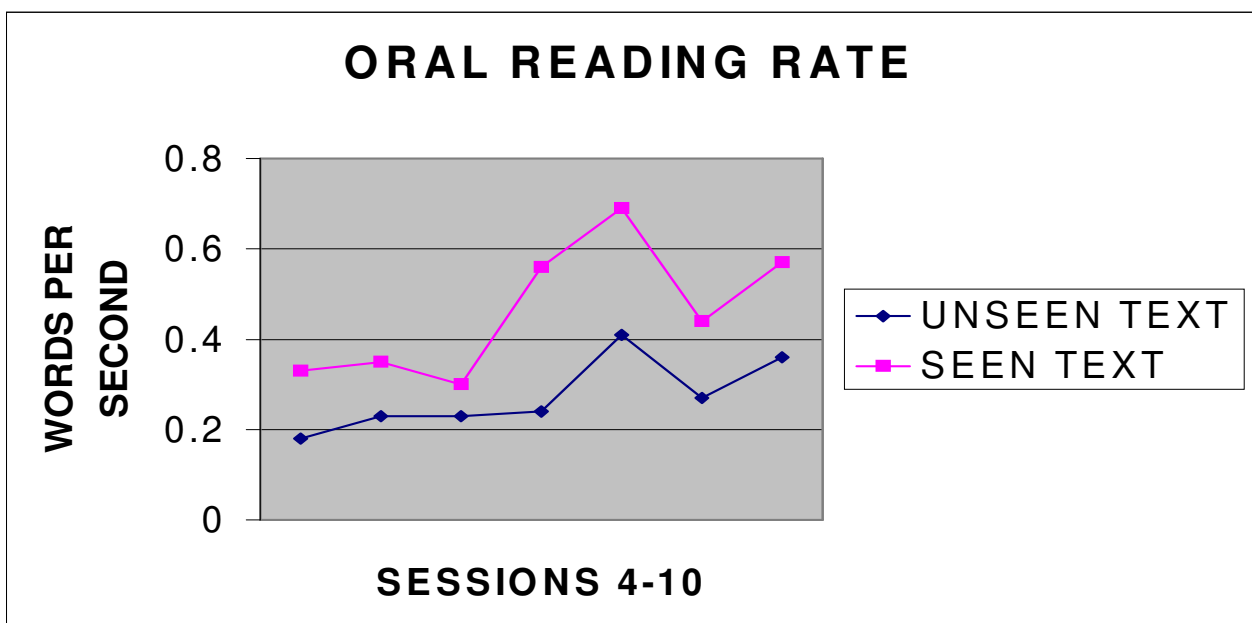
GRAPH 1

During the baseline in visual imagery the student was not prompted to form a visual image. Sessions 1, 2, and 3 display lower results during the pre-testing period.

Sessions 4 to 7 display increased scores due to the introduction and implementation of the RIDER strategy. Session 4 and Session 7 showed the highest results during the training of cued visual imagery. Sessions 8 through to 10 were the post-test phase when no prompting was given. In sessions 8 and 10 the student achieved his highest results. The cued use of the RIDER strategy improved reading comprehension and this is indicated in Graph 1.

Oral reading rate

The student's oral reading was timed during sessions 4-10 on the unseen texts. Sessions 4 –7 were the training sessions. Sessions 8 –10 were the post-test sessions when the student was unaided. The student was again timed the following day. This was when the student re-read the previous day's text at the commencement of the session, during sessions 5-11. These were now seen texts that the student had previously worked through with visual imagery the day before. Oral reading rate improved on the second reading of the seen text after the use of visualisation had taken place. This is evident in Graph 2.



GRAPH 2

Greater improvement of oral reading rate can be seen during sessions 8, 9 and 10 of the unseen text, the last two sessions being the post-test phase. It is possible to say that after four training sessions the cued use of the RIDER had an effect on the student's oral reading rate.

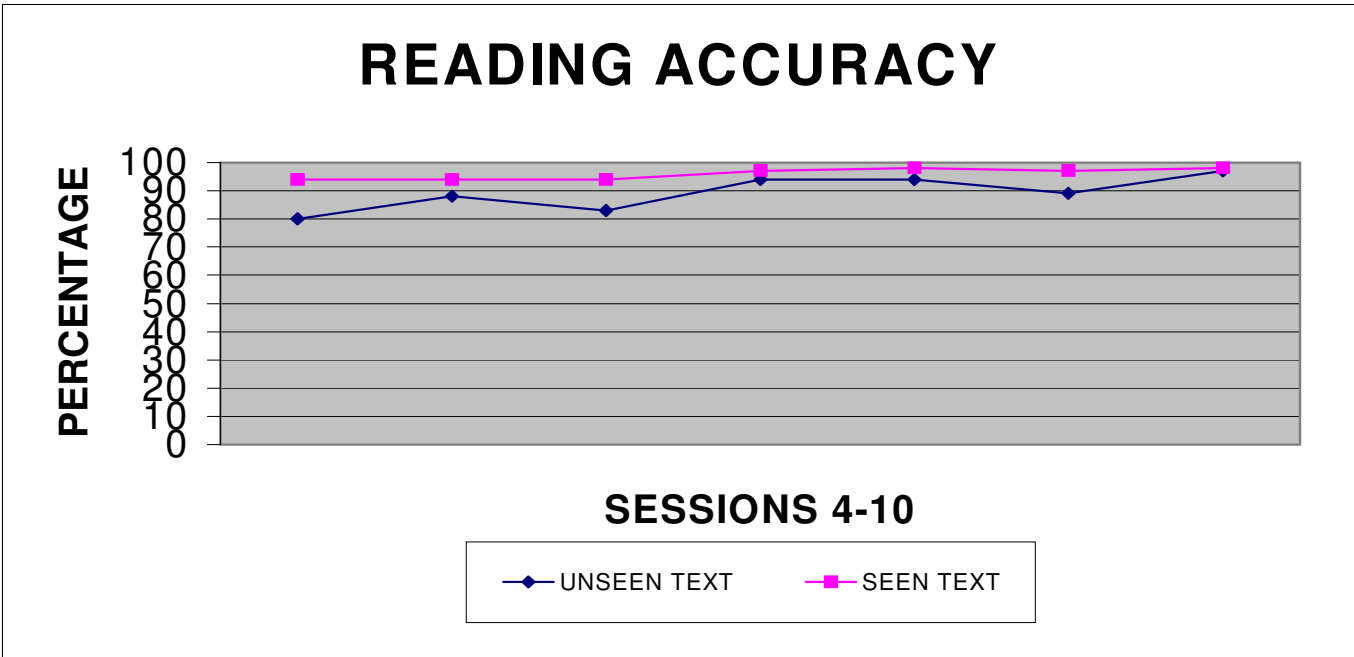
A point to consider is the fact that all texts were graded using the Elley Noun Frequency Count. The texts were all Reading Recovery Level 16 and they were then sequenced according to the Elley Noun Frequency score and reading age band given from youngest to oldest. (Elley,1989-1990)

So texts used in Sessions 8 –10 were more difficult but the oral reading rate showed greater improvement on the unseen texts.

Re-reading the texts the following day as seen texts also displayed improvement. This obvious more so in Sessions 7 –10 with the use of the RIDER strategy more underway.

Reading accuracy on seen and unseen texts

Reading accuracy was calculated by the administering of running records. The second reading occurred the following day after the visualisation strategy was implemented.



GRAPH 3

Improved reading accuracy can be seen for the unseen text reading in the final training session 8 and the post-test sessions 9 &10 when the RIDER strategy was being used independently.

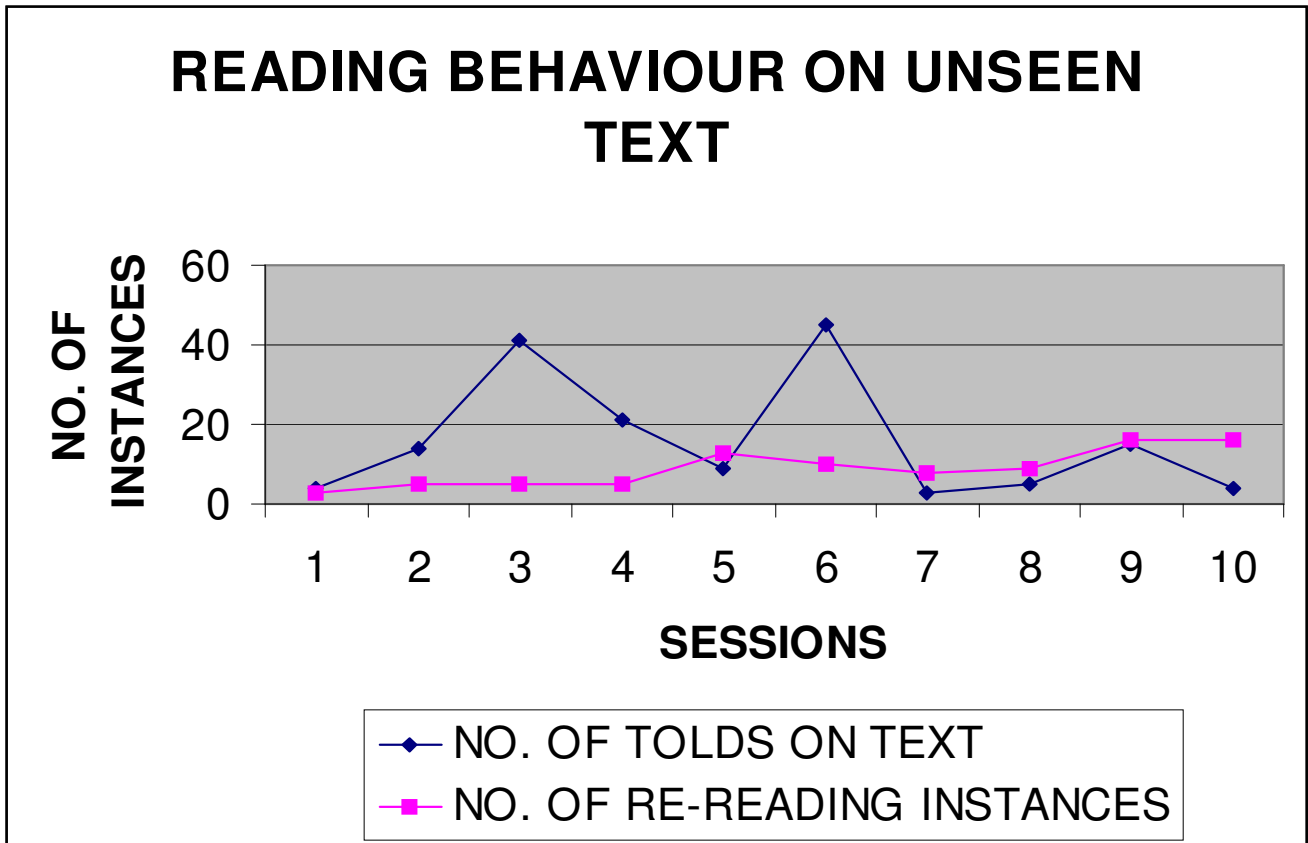
The data in Graph 3 displays increased reading accuracy on the second reading of texts from sessions 4 to 10 but read at the commencement of sessions 5-10. Results could reflect increased comprehension and/or due to the effects of the implementation of the second reading making the now seen text familiar.

Reading Behavior on unseen texts

In Graph 4 the data shows reading behavior on the unseen texts across sessions 1 to 10. Data on reading behaviour collected was the number of teacher TOLDS on text due to lengthy pauses and appeals. This was necessary to analyse as it

showed the breakdown of meaning and lack of strategies in place to attempt unknown words.

Further data collected was number of times re-reading occurred. This showed evidence of comprehension being checked and maintained. (Gee, 1998)



GRAPH 4

The number of “tolds” diminishes over sessions 7 – 10 as the cued use visualisation is being taken on board and implemented. The lower scores are evident during the post-test period when the student had to implement the RIDER strategy independently.

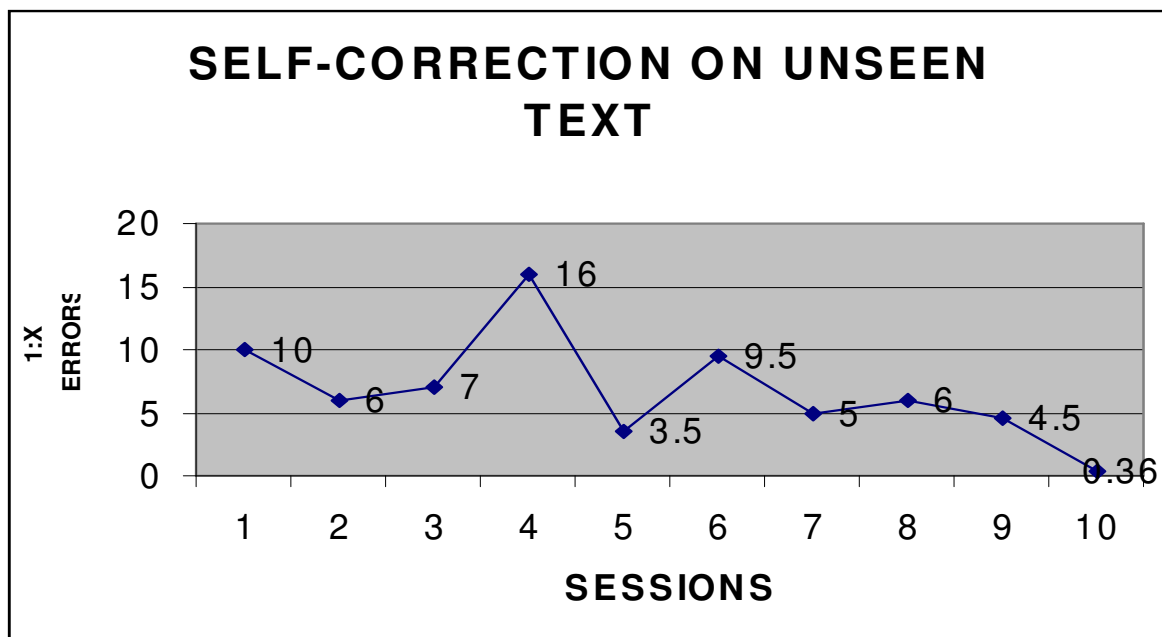
The number of instances of re-reading varies between 3 and 16, increasing during the latter sessions, especially in the last two post-test sessions. Gee

(1998) states that this is evidence of meaning being maintained and adds further support to the prediction.

Self-correction rate

The running record analysis allowed self-correction rate to be scored.

The self-correction rate on unseen text across the ten sessions is displayed in Graph 5.



GRAPH 5

Improved self-correction rate can be noted from sessions 7 to 10 during the last 2 training sessions and the 2 post-testing sessions when the student had to visualise independently with the RIDER strategy. Gee, (1998) stated that self-correction rate of 1:3 or better suggested that the reader was using meaning on text. The case study achieved 1:5, 1:6, 1:4.5 and 1:3.6 on the final three post-testing texts.

TABLE 1 : SUMMARY OF TEXTS, SESSION TYPES AND RESULTS ON UNSEEN AND SEEN TEXTS

DATE	BOOK/ SERIES	R.R.LEVEL/ ELLEY NOUN FREQUENCY SCORE/ AGE BAND	SESSION	UNSEEN RUNNING RECORD First reading	SPONTANEOUS RETELL	SEEN RUNNING RECORD Re-read following day
1. 14/5/02	The Enormous Turnip/Book Bus	16 2.50 noun frequency 7-8 years	OBSERVATION	Instructional Text 94% ACC 1:10 SCR 0.47words per sec	68%	Not taken
2. 15/5/02	Great Lion and Tiny Mouse/PM Benchmark	16 2.50 noun frequency 7-8 years	OBSERVATION	Instructional Text 92% ACC 1:6 SCR 0.37 words per sec	60%	Not taken
3. 16/5/02	Gracie's Cat/Cambridge reading	16 2.65 noun frequency 7-8 years	OBSERVATION	Hard text 87.5% ACC 1:7 SCR 0.37 words per sec	50%	Not taken
4. 20/5/02	He who listens/Literacy Links Plus	16 3.00 noun frequency 7.5-8.5 years	TRAINING/ TEACHING	Hard text 80% ACC 1:16 SCR 0.18 words per sec	100%	Instructional Text 94% ACC 1:2.5 SCR 0.33 words per sec
5. 21/5/02	The smallest tree/Literacy Links Plus	16 3.20 noun frequency 8-9 years	TRAINING/ TEACHING	Hard Text 87.5% ACC 1:3.5 SCR 0.23 words per sec	78%	Instructional Text 94.5% ACC 1:2.5 SCR 0.35 words per sec
6. 22/5/02	Dogstar/ Literacy Links Plus	16 3.20 noun frequency 8-9 years	TRAINING/ TEACHING	Hard Text 83% ACC 1:9.5 SCR 0.23 words per sec	70%	Instructional Text 94% ACC 1:4.5 SCR 0.3 words per sec
7. 23/5/02	Don't Worry/ Literacy Links Plus	16 3.25 noun frequency 8-9 years	TRAINING/ TEACHING	Instructional Text 94% ACC 1:5 SCR 0.24 words per sec	90%	Easy Text 97.5% ACC 1:2.5 SCR 0.56 words per sec
8.27/5/0 2	Goldilocks and the three bears/Bookshelf	16 3.27 noun frequency 8-9 years	TRAINING/ TEACHING	Instructional Text 94.5% ACC 1:6 SCR 0.41 words per sec	90%	Easy Text 98% ACC 1:2.33 SCR 0.69 words per sec
9. 28/5/02	The Lonely Giant/Literacy Links Plus	16 3.27 noun frequency 8-9 years	TESTING/ OBSERVATION	Hard Text 89% ACC 1:4.5 SCR 0.27 words per sec	75%	Easy Text 97% ACC 1:1.8 SCR 0.44 words per sec
10. 29/5/02	Roller blades for Luke/PM	16 3.43 noun frequency	TESTING/ OBSERVATION	Easy Text 97% ACC 1:1.64 SCR	100%	

		8-9 years		0.36 words per sec	
11. 3/6/02	Roller blades for Luke/PM	16 3.43 noun frequency 8-9 years	TESTING/ OBSERVATION RUNNING RECORD ON SEEN TEXT		Instructional Text 98.5% ACC 1:1.5 SCR 0.57 words per sec

Table 1 shows the test result across the eleven sessions. Most of this data has been shown in GRAPHS 1, 2, 3 & 5.

Results of Table 2 shows data according to reading behaviour on unseen texts. Error

rate, self-correction rate, told rate, re-reading rate and words per second rate are

tabulated on each unseen text. The meaning, structure and visual cues breakdown are

also listed for errors and self-corrections. For text 6, results (in red) were taken over

250 words due to lengthy text and the number of errors needed to be analysed.

TABLE 2: SUMMARY OF RUNNING RECORD RESULTS ON UNSEEN TEXTS

BOOKS UNSEEN	1	2	3	4	5	6	7	8	9	10
NO. OF RUNNING WORDS	302	309	501	223	320	572 250	339	367	459	350
NO. OF ERRORS	17	25	62	43	78	95 37	19	20	52	9
ERROR RATE	1:18	1:12	1:8	1:5	1:9	1:6 1:7	1:18	1:19	1:9	1:39
NO. OF S.C.	2	5	11	3	15	11 3	6	4	14	14
S.C. RATE	1:10	1:6	1:7	1:16	1:4	1:10 1:13	1:5	1:6	1:5	1:6
NO. OF TOLDS	4	14	41	21	9	45 13	3	5	15	4
TOLD RATE	1:76	1:22	1:12	1:11	1:36	1:13 1:19	1:113	1:73	1:31	1:88
NO. OF RE-READS	3	5	5	5	13	10 7	8	9	16	16
RE-READ RATE	1:101	1:62	1:12	1:45	1:25	1:57 1:36	1:42	1:41	1:29	1:22
ERROR						250RW 37E				
M	16	13	29	16	28	21	13	19	27	13
S	9	12	22	14	21	19	13	7	24	15
V	14	16	29	33	47	36	22	24	56	21
S.C.						250RW 3 S.C.				
M	1	4	5	2	9	0	4	1	11	10
S	2	3	8	2	10	0	4	2	11	6
V	2	4	10	3	14	3	16	4	16	9
Words per sec	0.37	0.47	0.37	0.18	0.23	0.23 572RW	0.24	0.41	0.27	0.36

With the exception of Text 9’s results, gradual improvements could be noted. By Text 10, number of errors and self-correction rates had improved. The number of “tolds” had decreased and the number of re-reading instances had increased. Over most texts the visual cue predominated for errors and generally the use of meaning and structure cues were about equal. Similar results appeared for the cues used for self-correction.

Table 3 displays results of data on the seen texts read by the student the following day. It shows MSV cue results and reading rate.

TABLE 3 : SUMMARY OF RESULTS OF RUNNING RECORDS ON SEEN TEXT										
BOOKS SEEN	1	2	3	4	5	6	7	8	9	10
ERROR M S V	Not taken	Not taken	Not taken	10 7 18	20 16 24	250RW 9 7 15	9 8 10	12 9 12	14 10 25	14 14 11
S.C. M S V	Not taken	Not taken	Not taken	5 6 10	5 7 12	0 0 3	1 0 5	2 0 8	2 7 15	4 2 11
Words per sec	Not taken	Not taken	Not taken	0.33	0.35	0.30 250RW	0.56	0.69	0.44	0.57

Text 10 shows stronger use of meaning and structure for errors and stronger use of visual for self-correcting purposes. Reading rate displays a gradual improvement over the seven texts. Gee (1998) states that evidence of increased comprehension is the use of meaning and structure cues and cross-checking with visual cues. Reading fluency would improve also.

DISCUSSION

Results of this study support the conclusion that the cued use of the RIDER strategy improved spontaneous oral retell. These results support data available in other studies in visual imagery. (Clark et al., 1984)

Analysis of the data indicates that the training of visual imagery by using RIDER prompts increased comprehension skills. Results of this study supported Gee's (1998) metacomprehension research project. Specific comprehension skills that improved in Gee's (1998) study likewise improved in this current study. Evidence in the collection of running records in this study and Gee's (1998) study displayed increased re-reading, improved fluency, improved high level of self-correction, predictions using meaning and structure and checked using visual cues.

Spontaneous oral retell improved immediately with the introduction of the visualising strategy. The student independently used the strategy in the post-test. Fluency improved greatly in the final training session and was maintained in the post-tests.

Reading accuracy showed an increase in the final two training sessions and increased in the final post-test.

Results of reading behaviour on text indicated comprehension/meaning being maintained. A steady increase in re-reading was evident as was the dramatic reduction of instances needing to be "told" a word. The self-correction rate improved over the latter sessions.

This study confirms that a student with learning difficulties can be taught a visualising strategy. Through explicit teaching and the gradual transfer of learning responsibility, the student used the strategy independently. The success of this outcome led to improved comprehension. Thus the learning was two-fold and involved “metacomprehension”. (Gee, 1998)

Implications from this study for further teaching would be to include the training of the RIDER strategy in guided reading sessions in the classroom. A pre-test given in the form of a running record and spontaneous oral retell, five training sessions using the RIDER strategy with cue cards, and completing the unit with a post-test running record and spontaneous oral retell. The pre and post-test results would then be compared and change in behaviour noted.

Future research would investigate more than one child in order to see if results are replicable and trends could be compared amongst students. Also the introduction of the five “WH” questions –(where?, what?, who?, when? and why?) in the self-questioning procedure undertaken by Clarke et al., 1984 may also improve spontaneous oral retell and comprehension.

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OBSERVATION AND TESTING TEXTS FROM READING SCHEMES

1. The Enormous Turnip/Book Bus
2. Great Lion and Tiny Mouse/PM Benchmark
3. Gracie's Cat/Cambridge Reading
4. He who listens/Literacy Links Plus
5. The smallest tree/Literacy Links Plus
6. Dogstar/ Literacy Links Plus
7. Don't Worry/Literacy Links Plus
8. Goldilocks and the three bears/Bookshelf
9. The Lonely Giant/Literacy Links Plus
10. Roller blades for Luke/PM
11. The careful crocodile/PM
12. Two little goldfish/PM
13. Granny's teeth/ Cambridge Reading

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APPENDIX 1: INSTRUCTIONAL MATERIALS

DATE	BOOK/ SERIES	R.R.LEVEL/ ELLEY NOUN FREQUENC Y/ AGE BAND
1. 14/5/02	The Enormous Turnip/Book Bus	16 2.50 noun frequency 7-8 years
2. 15/5/02	Great Lion and Tiny Mouse/PM Benchmark	16 2.50 noun frequency 7-8 years
3. 16/5/02	Gracie's Cat/Cambridge reading	16 2.65 noun frequency 7-8 years
4. 20/5/02	He who listens/Literacy Links Plus	16 3.00 noun frequency 7.5-8.5 years
5. 21/5/02	The smallest tree/Literacy Links Plus	16 3.20 noun frequency 8-9 years
6. 22/5/02	Dogstar/ Literacy Links Plus	16 3.20 noun frequency 8-9 years
7. 23/5/02	Don't Worry/ Literacy Links Plus	16 3.25 noun frequency 8-9 years
8.27/5/0 2	Goldilocks and the three bears/Bookshelf	16 3.27 noun frequency 8-9 years
9. 28/5/02	The Lonely Giant/Literacy Links Plus	16 3.27 noun frequency 8-9 years
10. 29/5/02	Roller blades for Luke/PM	16 3.43 noun frequency 8-9 years

APPENDIX 2

DESCRIPTION OF TEACHING UNIT

Sessions 1, 2, 3: PRE-TESTING/OBSERVATION

The first three sessions were used for pre-testing and observation purposes. Student X read a selected text and a running record was administered and later analysed. At the end of the reading Student X gave a spontaneous oral retell and this was recorded. It was later checked against the pre-listed main ideas and scored.

- Child is given expectations of what is required in an spontaneous oral retell
- Teacher gives book title
- Student reads book
- Teacher administers a running record and tapes reading
- Teacher annotates child's behaviour
- Child gives a spontaneous oral retell
- Teacher checks off main points given against prepared checklist

TEACHING COMPONENT/ PROCEDURES

Sessions 4, 5, 6, 7, 8: INSTRUCTION/TRAINING/OBSERVATION

- In Sessions 5, 6, 7, 8, 9, 10 & 11 Teacher administers follow up running record on subsequent day on the previous day's **seen** text
- Oral reading is taped and timed
- Teacher provides new text
- Teacher gives title
- Introduction of RIDER strategy
- Use of RIDER strategy
- Teacher administers running record on unseen text
- Teacher tapes and times reading
- Teacher annotates child's behaviour
- Requirements of spontaneous oral retell is prompted
- Spontaneous oral retell is taped and recorded
- Teacher checks off main points on final retell at end of story

Sessions 9,10: POST-TESTING/OBSERVATION

- In Sessions 9, 10 Teacher administers follow up running record on subsequent day on the seen previous day's seen text

- Teacher provides text and RIDER prompt cards
- Teacher gives title
- Teacher annotates child's behaviour
- Teacher administers running record
- Teacher tapes and times reading
- Student gives spontaneous retell which is taped and recorded
- Teacher checks off main points on prepared checklist

Session 11: POST-TESTING/OBSERVATION

- Teacher administers post-test running record on session 10's seen text
- This is taped and timed.

APPENDIX 3

SPONTANEOUS ORAL RETELL & ANECDOTAL RECORDS

<u>Day 1 – 14/5/02</u>			
<u>BOOK 1 THE ENORMOUS TURNIP</u>			
NUMBER OF IDEAS	IDEAS IN STORY	LITERAL = L INFERENTIAL=IN	OVERALL SCORE
1.	main characters: man woman girl dog cat mouse	L	0.83
2.	Man planted turnip seed	L	0
3.	turnip grew and grew, bigger than the the other turnips	L	0
4.	Old man decided to pull it up	L	1
5.	The turnip wouldn't move	L	1
6.	He needed help	IN	1
7.	Old man and Old woman tried	L	0.5
8.	But it wouldn't come up	L	1
9.	Others helped to pull	L	1
10.	Came flying out of the ground	L	0.5
TOTAL		L =5.83/9 IN = 1/1	6.8
%		L = 65% IN = 100%	68%

SPONTANEOUS ORAL RETELL

- an old man tried to pull it out
- it wouldn't come out
- he asked an old girl to help it wouldn't come out
- the old girl asked a girl to help as well
- but it still wouldn't come out
- then the girl asked the dog
- the dog helped
- but it still wouldn't come out
- dog asked a cat
- then the cat asked the mouse to help
- but it still wouldn't come out
- after, they heard a noise and the turnip came out.

ANECDOTAL RECORD

- Confident
- Fairly quick
- sitting still
- pauses and waits to be told
- 4 X TOLD
- 3 X RE-READING
- 10mins 47 sec for 302 running words
- FLUENCY RATE: 302 WORDS DIVIDED BY 647 SECONDS =0.467 WORDS PER SECOND
- INSTRUCTIONAL TEXT – E.R.1:18 OR 94% S.C.R. 1:10

Day 2 – 15/5/02

BOOK 2 GREAT LION AND TINY MOUSE

NUMBER OF IDEAS	IDEAS IN STORY	LITERAL = L INFERENTIAL=IN	OVERALL SCORE
1.	Main characters: lion mouse	L	1
2.	Lion sleep in the sun	L	0
3.	Mouse went to look for food	L	0
4.	Mouse ran across paw	L	1
5.	Lion woke up and put paw over mouse – caught mouse	L	1
6.	Mouse said let me go, I'll help you one day	IN	0
7.	Lion laughed and let the mouse go	L	1/2
8.	Lion caught in the net	L	1
9.	Mouse nibbled rope	L	1
10.	Lion free and thank-you	L	1/2
TOTAL		L = 6/9 IN = 0	6
%		L = 66% IN = 0%	60%

SPONTANEOUS ORAL RETELL

- there was a lion
- this mouse went into his paw
- the lion put a paw on top of the mouse
- the lion let the mouse go
- when night time lion got caught in net
- then the lion could get out

ANECDOTAL RECORD

- slow
- kept looking at running record and checked if he made an error
- paused and waited to be told
- fidgeted with sleeves of jumper
- tediously slow at times
- got a spurt on at times
- checked and used pictures
- 14 X TOLD
- 5 X RE-READING
- INSTRUCTIONAL TEXT – E.R.1:12.3 92 % S.C.R. 1:6
- 309 RUNNING WORDS 15 MINS 16 SECS
- FLUENCY RATE: 309 DIVIDED BY 916 SECONDS = 0.34 WORDS PER SECOND

Day 3 – 16/5/02**BOOK 3 GRACIE'S CAT**

NUMBER OF IDEAS	IDEAS IN STORY	LITERAL = L INFERENTIAL=IN	OVERALL SCORE
1.	Main characters: Gracie big sister cat sister's friends kittens	L	1
2.	Sister is a teacher who receives presents from children at school	L	0
3.	Big sister gave the little girl a present- Basket with a kitten	L	1
4.	Girl must look after the kitten	L	0
5.	Kitten would scratch	L	1
6.	Gracie decided to leave it alone	IN	0
7.	Kitten became a cat	IN	0
8.	Cat had kittens	L	1
9.	Hid kittens under bed where it was safe	IN	½
10.	Cat came out when it was safe to see Gracie	IN	½
TOTAL		L = 4/6 IN = 1/4	5
%		L = 66% IN = 25%	50%

SPONTANEOUS ORAL RETELL

- Her sister brought a picnic basket home
- It had a kitten in it
- And when the kitten was growing Gracie played with it and it scratched
- Once her sister's friends came over and picked up the kittens that Gracie's cat had. The cat scratched Gracie's sister on the leg
- The kittens were...They couldn't find the kittens.
- When Gracie went to going to prayer she heard a scratching noise and a...
- Then Gracie looked in her cupboard and her broom cupboard....there was nothing there
- Then she looked under her bed.
- Gracie's sister said leave them there for the night
- Then the cat came out and rubbed on her leg

ANECDOTAL RECORD

- slow
- kept looking at running record and checked if he made an error
- paused and waited to be told
- 41 X TOLD
- 5 X RE-READING
- tediously slow at times
- searched, checked and used pictures
- yawned
- even distribution of cues used
- HARD TEXT – E.R.1: 8 87.5 %S.C.R. 1: 7
- 501 RUNNING WORDS 22 MINS 40 SECS
- FLUENCY RATE: 501 DIVIDED BY 1360 SECONDS = 0.37 WORDS PER SECOND

**Day 4 – 20/5/02 1ST INSTRUCTION/TEACHING OF RIDER
STRATEGY
BOOK 4 HE WHO LISTENS**

NUMBER OF IDEAS	IDEAS IN STORY	LITERAL = L INFERENTIAL=IN	OVERALL SCORE
1.	Main characters: old Eskimo/man seals children boy father mother villagers	L	1
2.	Old man was hunting seals	L	1
3.	Man crouched on ice to listen for seals coming up breathing holes	IN	1
4.	Noisy children scared seals away	IN	1
5.	Old man angry	IN	1
6.	Shouting caused ice cliff to fall on children	IN	1
7.	One boy escaped	L	1
8.	He told mother and father and villagers to come and help	L	1
9.	Old man was scared and ran off	IN	1
10.	He ran so fast he climbed up to the sky	L	1
11.	He became a star – Venus	L	1
12.	Star low in the sky as he is looking for seals coming up to breathe.	IN	
13.	Star – “he who listens” morning or evening star	L	1
TOTAL			13
%		L = 100% IN = 100%	100%

SPONTANEOUS ORAL RETELL

- He was listening for the seals to come up the breathing holes.
- The children playing and the laughter and the noise made the seals go away
- So he shouted and the ice cliff fell on the children
- And The children died but
- Then the villagers came to kill him
- But he ran faster and faster
- Until he was so fast that he climbed in the sky
- And turned into a star
- And they the imagers (Inuits) usually call the star Venus
- And at the end they sometimes call it morning or evening star
- And they even call it he who listen because it's the man's name
- Because he always listens
- The star was low so he could listen to the seals

ANECDOTAL RECORD

- slow
- kept looking at running record and checked if he made an error
- paused and waited to be told
- 21 X TOLDS
- 5 X RE-READING
- NEEDED PROMPTING TO HAVE A GO CONSTANTLY
- tediously slow at times
- searched, checked and used pictures
- yawned

- twice as many V cues used(33) compared to (M) 16 and (S) 14
- used RIDER prompts and displayed a sound understanding of strategy concepts
- HARD TEXT – E.R.1: 5 80 %S.C.R. 1: 16
- 223 RUNNING WORDS 20 MINS 7 SECS
- FLUENCY RATE: 223 DIVIDED BY 1207 SECONDS = 0.18 WORDS PER SECOND

Day 5– 21/5/02 2ND INSTRUCTION/TEACHING OF RIDER STRATEGY

RUNNING RECORD ON PREVIOUS DAY’S TEXT:

“He who listens” Literacy Links Plus Level 16

1:17 or 94% INSTRUCTIONAL TEXT S.C. RATE: 1:2.5

Word rate: 223divided by 11min 13 sec or 673 seconds = 0.33 words per second

BOOK 5 THE SMALLEST TREE

NUMBER OF IDEAS	IDEAS IN STORY	LITERAL = L INFERENTIAL=IN	OVERALL SCORE
1.	Big tree little tree little boy mum dad	L	0.8
2.	Little tree saw leaves on the ground from the big tree	IN	1
3.	Big tree told him that he loses his leaves and goes to sleep in winter	IN	1
4.	In spring I grow a new green dress	IN	1
5.	All the trees in the garden were bare and no one came to play	IN	1
6.	He still had leaves and played with the wind	L	1/2
7.	One night there was no wind and something sprinkled over him	IN	0
8.	He was covered in snowflakes	L	1
9.	The boy asked why he never lost his leaves. Mother said because he was an evergreen	L	1
10.	Small tree was happy now and proud when his photo was taken	IN	1/2
TOTAL		L = 3.3/4 IN = 4.5/6	7.8
%		L = 82% IN = 75%	78%

SPONTANEOUS ORAL RETELL

- There was a little tree and a big tree.
- Then the little tree asked big tree when all of his leaves fell off – that was autumn.
- He got new leaves in the spring.
- Then there all the big tree’s leaves fall off.
- Little tree looked at himself – felt lonely.
- Other trees were dead as they had no leaves.
- Then the snow came and looked at himself.
- He sparkled.
- The door flew open and a boy came out.
- Asked himself why leaves weren’t falling off the little tree.
- Mum said it was an evergreen.

- He had a photo with little tree.

ANECDOTAL RECORD

- slow
- kept looking at running record and checked if he made an error
- paused and waited to be told
- 9 X TOLD
- 13 X RE-READING
- told to have ago
- NEEDED PROMPTING TO HAVE A GO CONSTANTLY
- tediously slow at times
- searched, checked and used pictures
- yawned
- twice as many V cues used(47) compared to (M) 28 and (S) 21
- used RIDER prompts and displayed a sound understanding of strategy concepts
- HARD TEXT – E.R.1: 8.5 87.5 %S.C.R. 1: 3.5
- 320 RUNNING WORDS 23 MINS 41 SECS
- FLUENCY RATE: 223 DIVIDED BY 1421 SECONDS = 0.23 WORDS PER SECOND

Day 6– 22/5/02 3RD INSTRUCTION/TEACHING OF RIDER STRATEGY

RUNNING RECORD ON PREVIOUS DAY’S TEXT:

“The smallest tree” Literacy Links Plus R.R. Level 16

1:18.8 or 94.5% INSTRUCTIONAL TEXT S.C. RATE: 1:2.5

Word rate: 320divided by 15min 20 sec or 920 seconds = 0.35 words per second

BOOK 6 DOGSTAR

NUMBER OF IDEAS	IDEAS IN STORY	LITERAL = L INFERENTIAL=IN	OVERALL SCORE
1.	Main characters: famous dog- Dogstar and his friend Tom who was a musician	L	1
2.	They played music in the street and park	L	1/2
3.	People put money in Tom’s hat	L	1
4.	One day there was no money because Tom played dreadfully	IN	0
5.	Dog had to learn something new	IN	0
6.	Dog sang and people gave money	L	1
7.	Tom gave Dogstar a bone because he helped	IN	1
8.	Dogstar found a skateboard and practiced - rode	L	1
9.	He was a clever dog and got a helmet	L	1/2
10.	He did lots of tricks and became a television star	IN	1
TOTAL		L = 5/6 IN = 2/4	7
%		L = 83% IN = 50%	70%

SPONTANEOUS ORAL RETELL

- Tom was a person that sings with instruments.
- And then Muddy thought of doing something and then he sung

- And then a little boy put money in and then a mum put – the little boy’s mum put some in Tom’s hat as well
- And then Tom gave Muddy a bone
- And the next night Tom gave Muddy a steak for his dinner
- When Muddy was doing his special jump on his skateboard
- This a guy had this special TV show
- He wanted the dog to join
- Then Muddy barked and said yes
- Then said he would bring his guitar
- But then the guy that had the TV show said that he just wants Muddy and not Tom
- Then Muddy became a star.

ANECDOTAL RECORD

- slow
- paused and waited to be told
- 45 X TOLD
- 10 X RE-READING
- last one third of book words were TOLD due to length of reading the 572 word text so the book was completed for a spontaneous retell
- told to have ago throughout the first two-thirds of the text
- searched, checked and used pictures
- twice as many V cues used() compared to (M) and (S)
- used RIDER prompts and displayed a sound understanding of strategy concepts
- HARD TEXT – E.R.1: 6 83 %S.C.R. 1: 9.5
- 572 RUNNING WORDS 41 MINS 8 SECS
- FLUENCY RATE: 572 DIVIDED BY 2468 SECONDS = 0.23 WORDS PER SECOND

Day 7 – 23/5/02 4TH INSTRUCTION/TEACHING OF RIDER STRATEGY

RUNNING RECORD ON PREVIOUS DAY’S TEXT:

“Dogstar” Literacy Links Plus R.R. Level 16

1:17.8 or 94% INSTRUCTIONAL TEXT S.C. RATE: 1: 4.5

Word rate: 250 divided by 13 min 34 sec or 814 seconds = 0.3 words per second

BOOK 7 DON’T’ WORRY

NUMBER OF IDEAS	IDEAS IN STORY	LITERAL = L INFERENCE=IN	OVERALL SCORE
1.	Main characters: dog builder teacher mountain climber boy	L	1
2.	Builder saw dog in hole	L	1
3.	Rescue dog with ladder-too short	L	1
4.	Mountain climber had a rope but dog couldn’t climb rope	L	1
5.	Teacher tried to think of an idea	IN	1
6.	Boy used a bucket with water to rescue dog	IN	1
7.	Boy kept filling the hole	L	1
8.	Teacher had idea – mountain climber to use ladder and rope to rescue dog	IN	0
9.	Dog eventually swam out of hole floated up	IN	1

10.	Dog went home	L	1
TOTAL		L = 6/6 IN = 3/4	9
%		L = 100% IN = 75%	90%

SPONTANEOUS ORAL RETELL

- There was a dog stuck down a hole.
- There was a builder that came and saw a dog was down a hole and he said, “Don’t worry.”
- Then he put his ladder down, then it wasn’t too long enough.
- Mountain climber came and she said, “Don’t worry.” to the builder.
- Mountain climber put a rope down but the dog didn’t want to climb the rope.
- Then a teacher came and said to them, “Don’t worry,” to them and he said to that, “I’m a good thinker.”
- “I can think how to get the dog out.”
- And then he think but he was thinking too long.
- So then a little boy came with a bucket and he filled up his bucket with water and tipped the water down.
- He filled it again and again and emptied it and the others were thinking
- And the dog swam up

ANECDOTAL RECORD

- Slow but read fluently in parts
- searched, checked and used pictures
- 3 X TOLD
- 8 X RE-READING
- almost twice as many V cues used(22) compared to (M13) and (S13)
- used RIDER prompts and displayed a sound understanding of strategy concepts
- INSTRUCTIONAL TEXT – E.R.1: 17.8 94 %S.C.R. 1: 5
- 572 RUNNING WORDS 23 MINS 26 SECS
- FLUENCY RATE: 339 DIVIDED BY 1406 SECONDS = 0.24 WORDS PER SECOND

Day 8– 27/5/02 5TH INSTRUCTION/TEACHING OF RIDER STRATEGY

RUNNING RECORD ON PREVIOUS DAY’S TEXT:

“Don’t Worry” Literacy Links Plus R.R. Level 16

1: 42 or 97.5% EASY TEXT S.C. RATE: 1: 2.5

Word rate: 339 divided by 10 min 7 sec or 607 seconds = 0.56 words per second

BOOK 8 GOLDILOCKS			
NUMBER OF IDEAS	IDEAS IN STORY	LITERAL = L INFERENTIAL=IN	OVERALL SCORE
1.	Main characters: 3 bears and Goldilocks	L	1
2.	Lived in a cottage in the forest	L	0
3.	Went for a walk while the porridge cooled	IN	1
4.	Goldilocks came along	L	1
5.	She tried the porridge	L	1
6.	She sat in the chairs	L	1
7.	She slept in the beds	L	1
8.	The bears came home and saw the evidence of an intrusion	IN	1
9.	They found Goldilocks	L	1
10.	She got a fright and ran home	IN	1
TOTAL		L = 6/7 IN = 3/3	9
%		L = 86% IN = 100%	90%

SPONTANEOUS ORAL RETELL

- There was three bears and they went out for a walk.
- The porridge was hot and they waited to cool
- A girl came to the house and she went into the kitchen and she saw the porridge.
- She ate F.B.'s porridge and said it was too hot. She ate M.B.'s porridge and it was too cold.
- She ate B. B.'s porridge – it was just right, so she ate it all up.
- She went in the living room and sat on the chairs.
- Father Bear's chair and sat on it and it was too high. Then Goldilocks sat on Mother Bear's chair and said it was too low. Then she sat on Baby Bear's chair and said it was just right and then she sat on it and broke it.
- Then she went upstairs to the bedrooms. She went on Father Bear's bed and said it was too hard, Mother Bear's was too soft and then she went on Baby Bear's bed and said it was just right.
- When the three bears came home, Father Bear and Mother Bear said, "who's been eating my porridge?"
- And Baby Bear said, "Who's been eating my porridge and ate it all up"
- They went in the living room and saw the chairs.
- Father and Mother Bear said, "Who's been sitting in my chair?"
- Baby Bear said, "Who's been sitting in my chair and they broke it."
- So they went upstairs in the bedroom.
- Father and Mother Bear said, "Who's been sleeping in my bed?"
- Baby Bear said, "Who's been sleeping in my bed and there she is!"
- Then they all growled.
- Goldilocks woke up with a fright.
- Then she jumped up and she ran home and never came back again

ANECDOTAL RECORD

- read fluently in most parts
- made attempts at unknown words without being prompted all the time
- searched, checked and used pictures
- self-corrected
- 5 X TOLDS
- 9 X RE-READING
- (24) V cues used, closely followed by M (19) and the least used S (7)
- used RIDER prompts and displayed a sound understanding of strategy concepts
- didn't stop to use discussion until the end for spontaneous retell
- INSTRUCTIONAL TEXT – E.R.1: 18.5 94.5 % S.C.R. 1: 6
- 367 RUNNING WORDS 14 MINS 51 SECS
- FLUENCY RATE: 367 DIVIDED BY 891 SECONDS = 0.41 WORDS PER SECOND

Day 9 – 28/5/02 1ST EVALUATION

RUNNING RECORD ON PREVIOUS DAY'S TEXT:

"Goldilocks" Bookshelf R.R. Level 16

1: 61 or 98 % EASY TEXT S.C. RATE: 1: 2.33

Word rate: 367 divided by 8 min 49 sec or 529 seconds = 0.69 words per second

BOOK 9 THE LONELY GIANT

NUMBER OF IDEAS	IDEAS IN STORY	LITERAL = L INFERENCE=IN	OVERALL SCORE
1.	Main characters: old woman and a lonely giant	L	1
2.	It was winter and an old lady lived in a cottage by herself	L	0
3.	Lonely giant watched the old woman knit out in the cold	L	1
4.	She kept knitting and the giant	IN	1

	tried to frighten her for attention		
5.	She should be afraid of him – he put in his head through the window He put in his neck He put in his hands He put in his foot	IN	1
6.	Old woman said he was rude	IN	0
7.	The giant said sorry	IN	0
8.	She had been knitting him a scarf, gloves, socks and hat for the giant to keep him warm	L	1
9.	The giant thought of a way to say thank-you	IN	1
10.	The giant chopped wood for her	L	1
11.	The wood was to keep the old woman warm.	IN	1
12.	They became friends and kept each other company	IN	1
TOTAL		L =4/5 IN = 5/7	9
%		L = 80% IN = 71%	75%

SPONTANEOUS ORAL RETELL

- The giant was lonely.
- He was lonely until the old woman came.
- He always tried to scare the woman by putting his hands, then his head and then his legs in the window.
- He kept on saying look at my great big head, hands and foot.
- The old woman just kept on annoying the giant by knitting and kept on saying, “I’ve seen bigger necks, hands and foot.”
- Then the old woman kept on knitting.
- The old woman gave the giant a scarf, hat, gloves and socks to keep warm.
- After the giant thought of an idea.
- He went to go to get firewood to keep the old woman warm.
- After they both kept each other company.
- Giant felt no longer lonely again

ANECDOTAL RECORD

- read fluently in most parts
- made attempts at unknown words without being prompted all the time
- chunking words
- re-reading to self-correct
- searched, checked and used pictures
- self-corrected
- 15 X TOLDS
- 16 X RE-READING
- (24) V cues used, closely followed by M (19) and the least used S (7)
- used RIDER prompts and displayed a sound understanding of strategy concepts
- didn’t stop to use discussion until the end for the spontaneous retell
- HARD TEXT – E.R.1: 9 OR 89 % S.C.R. 1: 4.5
- 459 RUNNING WORDS 28 MINS 12 SECS
- FLUENCY RATE: 459 DIVIDED BY 1692 SECONDS = 0.27 WORDS PER SECOND

Day 10 – 29/5/02

RUNNING RECORD ON PREVIOUS DAY’S TEXT:

“The Lonely Giant” Literacy Links Plus R.R. Level 16

1: 35 or 97 % EASY TEXT S.C. RATE: 1: 1.8

Word rate: 459 divided by 17 min 15 sec or 1035 seconds = 0.44 words per second

BOOK 10 ROLLER BLADES FOR LUKE

NUMBER OF IDEAS	IDEAS IN STORY	LITERAL = L INFERENTIAL=IN	OVERALL SCORE
1.	Main characters: Luke Andrew Mum Mr. Gray	L	1
2.	Luke watched Andrew roller blade	L	1
3.	Luke was saving for some	L	1
4.	Mr. Gray offered Luke a job to pay for some	IN	1
5.	He had to rake leaves Andrew offered to help	L	1
6.	They made piles of leaves	L	1
7.	They jumped in piles and leaves went everywhere	L	1
8.	They laughed together-great fun	L	1
9.	Mum told them to get to work and finish the job	L	1
10.	He got paid and received money for roller blades	IN	1
TOTAL		L = 8 IN = 2	10
%		L = 80% IN = 20%	100%

SPONTANEOUS ORAL RETELL

- Luke’s friend roller bladed on the path.
- Luke was sitting down looking at his friend.
- His friend said, “Why don’t you have a turn Luke?”
- Luke said no.
- Then his friend said, “Why?”
- Luke said because he’s saving money for roller blades.
- Then Mr. Gray said to the boys that he needed someone to rake his garden.
- And he asked the boys if they wanted to.
- Mr. Gray even said he would give them money to do the job.
- They raked the leaves into a pile of leaves.
- Luke smiled and ran and jumped into the pile of leaves.
- “Look out!” Andrew said, because Andrew’s coming in.
- Then his Mum called Andrew and Luke. Then Andrew and Luke said looked over the gate.
- Then his Mum started to laugh. Then Luke and Andrew couldn’t stand up because they were laughing a lot.
- The leaves went everywhere.
- Luke’s Mum said start raking again and then they started raking.
- Then Mr. Gray came back and opened the gate and then gave money to Luke.
- Then he bought roller blades for himself.

ANECDOTAL RECORD

- read fluently in most parts
- made attempts at unknown words without being prompted all the time
- chunking words
- re-reading to self-correct
- searched, checked and used pictures

- self-corrected
- 4 TOLDS
- 16 X RE-READING
- ERRORS (21) V cues used, M (13) and S (15)
- S.C. M (10), S(6) and V (9)
- used RIDER prompts and displayed a sound understanding of strategy concepts
- didn't stop to use discussion until the end for the spontaneous retell
- EASY TEXT – E.R.1: 39 OR 97 % S.C.R. 1: 1.64
- 350 RUNNING WORDS 16 MINS 22 SECS
- FLUENCY RATE: 350 DIVIDED BY 982 SECONDS = 0.36 WORDS PER SECOND

Day 11 – 3/6/02

RUNNING RECORD ON PREVIOUS DAY'S TEXT:

“Rollerblades for Luke” PM R.R. Level 16

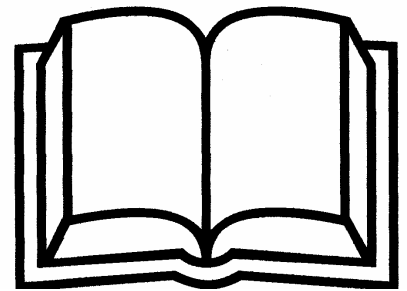
1: 70 or 98.5 % INSTRUCTIONAL TEXT S.C. RATE: 1: 1.5

Word rate: 350 divided by 10 min 16 sec or 616 seconds = 0.57 words per second

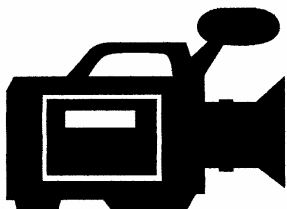
RIDER

- (1) **R**ead
- (2) **I**mage – picture
- (3) **D**escribe
- (4) **E**valuate – check
- (5) **R**epeat – steps 1 2 3 4

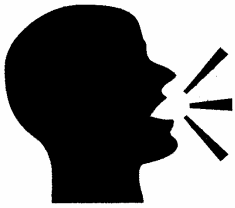
1. Read



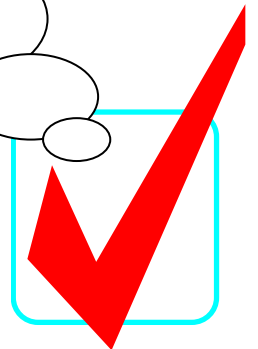
**2. Image - put
a picture in your
mind**

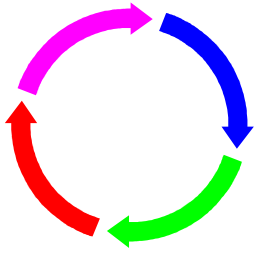


3. Describe



4. Evaluate check





5. Repeat
steps 1,2,3,4