

## **Hypothesis:**

***‘Teaching reading underachievers in Grades 5 & 6 the R.I.D.E.R. strategy will improve reading comprehension at a whole text level’.***

### **Abstract**

There are an increasing number of students’ who experience difficulties with reading comprehension. Research suggests that explicitly teaching comprehension strategies to students’ increases their level of comprehension. This study examines the explicit teaching of the R.I.D.E.R. strategy to a group of students and investigates each student’s improvement with their reading comprehension.

The teaching targeted a group of four year five and six children who have been identified with reading difficulties, since beginning school. The intervention, was designed to be completed in 10 lessons, which explicitly taught the R.I.D.E.R. strategy and the students’ were given many opportunities to use this strategy with varying degrees of support (most support in the early lesson to least support in the later lessons). The intervention concentrated specifically on assisting these students to become independent in their use of the R.I.D.E.R. strategy, with the view that this will improve their reading comprehension.

The students’ completed assessment before, during and after the intervention to determine any improvement. This assessment provided evidence that all students’ reading comprehension improved both in spontaneous retelling of the text and in guided comprehension questions. This would suggest that the implications for teaching are that, students’ need to be explicitly taught the different comprehension strategies to enhance their reading comprehension.

## **Introduction**

In recent times the Victorian Education System's major focus for the development of reading in the first years of schooling has been on decoding words. Garner (1991) observed that 'decoding does not ensure that meaning will be constructed successfully'. Whilst decoding is part of the process it is not the whole process, as Marie Clay (Becoming Literate 1991) states 'I define reading as a message-getting, problem solving activity which increases in power and flexibility the more it is practised'. The message-getting part of the process has been lost for some students' and as such their comprehension of a text is at a lower level than their reading age.

Research shows that good readers use a number of strategies to assist them with the reading and comprehension of a text. Pressley and Afflerbach (1995) suggest that proficient readers use a combination of the following strategies when reading:

- They are aware as to why they are reading a text.
- They overview a text before reading.
- Make predictions about the upcoming text.
- Read selectively based on over viewing.
- Associate ideas in a text to what they already know.
- Note whether their predictions and expectations about text content are being met.
- Sometimes revise their thinking based on ideas in a text.
- Figure out the meanings of unfamiliar vocabulary based on context clues.
- Underline and reread.
- Make notes and paraphrase.
- Interpret.
- Evaluate the quality of the text.
- Review important points as they conclude reading.
- Think about how they might use the ideas they encounter in the text.

Pressley, Johnson, Symons, McGoldrick and Kurita (1989) suggest that strategies to assist with comprehension can be taught individually. These include the following:

- Predicting.
- Questioning during reading.
- Seeking clarification when confused.
- Constructing mental images representing ideas in text.
- Summarising.

Research suggests that students who experience difficulty with reading comprehension may not be able to use one or more of the above-mentioned comprehension strategies, however intervention specifically designed to use one or more of the strategies can make a difference to reading comprehension. Gersten, Fuchs Williams and Baker (2001), suggest that, 'many problems can arise in the strategic processing of text'. Examples of this are that some students may not possess appropriate strategies for problem situations; some may not realize that they should actively monitor their comprehension and some may know a particular strategy but do not when to use it.

Learning Strategies are ‘techniques, principles or rules will facilitate the acquisition, manipulation, integration, storage and retrieval of information across situations and settings’ (pg 13). Clark, Deshler, Schumaker, Alley and Warner (1984) As such teaching learning strategies through an intervention program actually teaches students how to learn content rather than teaching them the content. Clark, Deshler, Schumaker, Alley and Warner (1984), noted that there were two major advantages to strategy learning:

1. It allows to use a strategy to attack situations not previously encountered (Becker, Engelmann & Thomas 1971, Engelmann 1969, Rowher 1971)
2. It places students in interactive roles with the content to be learned.

For the purpose of this research visualization has been identified as the comprehension strategy to be taught through the use of the R.I.D.E.R. strategy. Visualisation is the process of creating mental images of a text to assist with comprehension. Visualisation has been advocated as a technique to improve reading comprehension by Anderson, 1971; Gambrell, 1981; Gambrell & Bales, 1986; Pressley, 1976; Sadoski, 1983 & 1985 and Clark, 1984. In each of these studies it was noted that when students are taught or prompted to use the visualization strategy that the comprehension of the text improved.

Danko (1992), researched whether using visual imagery to would help chapter 1 students improve reading comprehension. In this study the Learning to Visualise Strategy (the students had to be a video camera) combined with the self-questioning strategy were taught to three, grade four and five remedial reading students’. Lessons were held daily for approximately 30 minutes over a six-week period. Results from the study concluded that through the use of these strategies the students reading comprehension scores improved. Johnson, Balch, Madison & Marion (1998) described effectiveness of using the R.I.D.D. (Read, Imagine, Decide & Do) reading strategy. Three of the four teachers who trialled the strategy found it to be somewhat useful to useful in helping students’ to increase their comprehension.

Clark, Deshler, Schumaker, Alley and Warner (1984) completed a study as to whether teaching adolescents with learning difficulties; the visual imagery and self-questioning strategies would improve comprehension of written material. Through this study they found that when students’ used the visual imagery strategy their reading comprehension improved by up to 30%. For the purpose of their study, Clark, Deshler, Schumaker, Alley and Warner created the R.I.D.E.R. strategy, which includes the use of visual imagery. The R.I.D.E.R. strategy requires students to follow the following procedures:

- Read - Read the first sentence.
- Image - Try to make an image/picture in your mind
- Describe - Describe your image
- Evaluate - Evaluate your image for its completeness
- Repeat - Repeat the next sentence and repeat the steps.

The research to be carried out, examines whether the teaching of visualization through the use of the R.I.D.E.R. strategy actually enhances students’ reading comprehension. Based on research the prediction is, *‘Teaching reading underachievers in Grades 5 & 6 the R.I.D.E.R. strategy will improve reading comprehension at a whole text level’*.

## **Method**

This study used an A.T.A. (Assess Teach Assess) design in which the R.I.D.E.R. (Read Image Describe Evaluate Read On) strategy was explicitly taught to help increase reading comprehension.

## **Participants**

The following students were selected as they have been identified with reading difficulties and received literacy support since their junior school years and have continued to receive additional literacy support through their middle and senior school years. The degree of support has varied according to the particular needs of each student. They have all demonstrated lower than average comprehension skills as evident from assessment using TORCH: Comprehension Test (Mossenson, Hill & Masters, 1987) and PROBE: Comprehension Test (Prose Reading Observation and Evaluation of Comprehension). During the class reading hour, each student has been targeted by their teacher to participate in daily focus teaching group. All students are in year levels 5 or 6.

**Table 1:** Describes the students who participated in this research.

Students' Name	Age	Male or Female	Reading Level	Background Information
STUDENT A	11 years and 10 months	M	28	He has experienced difficulties in reading since beginning school. He received extra literacy support in a small group situation from 1998 – 2000, focusing on word attack skills. In 2001 and 2002 he has been part of the Corrective Reading program. In 2003 he is withdrawn in small group to participate in the THRASS program and the comprehension programs STARS and CARS. Recently he has been assessed which concluded that he has severe short-term auditory memory difficulties.
STUDENT B	10 years and 8 months	M	26	In 1999 he was identified with experiencing reading difficulties and received extra literacy support in a small group situation. In 2000 he participated in the Reading Recovery program. In 2001 and 2002 he has been part of the Corrective Reading program. In 2003 he is withdrawn in small group to participate in the THRASS program and the comprehension programs STARS and CARS. He experiences short-term auditory memory problems.
STUDENT C	12 years and 2 months	M	28	He has received extra literacy support in a small group situation since beginning at the school in 2000. The focus mainly being on word attack skills. In 2001 and 2002 he has been part of the Corrective Reading program. In 2003 he is withdrawn in small group to participate in the THRASS program and the comprehension programs STARS and CARS.
STUDENT D	11 years and 9 months	M	27	He has experienced difficulties in reading since beginning school. He received extra literacy support in a small group situation from 1998 – 2000, focusing on word attack skills. In 2001 and 2002 he has been part of the Corrective Reading program. In 2003 he has not participated in extra literacy support due to behavioural issues.

## Materials

PM Benchmark Kit – There are three key elements of the assessment procedure in this kit, the taking of a running record, a retell and students are asked to answer both literal and inferential questions about the text. This was used to ascertain the reading level of each student and to assess comprehension through a retelling and answering of literal and inferential questions for both the pre and post assessment of the intervention.

PROBE – is an assessment tool that identifies and defines six elements of comprehension: literal, reorganization, inference, vocabulary, evaluation and reaction. Each student was given the assessment that was determined to be appropriate for his reading level after completing the PROBE Determiner. This was used in both pre- and post – testing of students’.

TORCH – is an assessment tool, which aims to assess the extent to which reader is able to obtain meaning from text. The test resembles a cloze passage where words have been omitted from a piece of text. Students' were given the same TORCH test (Grasshoppers) both for the pre- and post – testing, to determine how their reading comprehension changed.

The John Munro Spontaneous Retelling Analysis – This was used to assess the main ideas children were able to spontaneously retell. This measure was used in pre- and post-testing and in the third and seventh lessons as an ongoing assessment of children’s comprehension.

R.I.D.E.R. cue cards – A set of R.I.D.E.R. cue cards were designed for the students’ to use both during the intervention and after intervention use.

Prompt cue cards for retelling – Cue cards were used to prompt students with retelling the story. As the students’ use these prompt cue cards as part of their everyday literacy program it was decided that the students should continue to use the prompts during the intervention. (These were used in all stages of assessment, including pre-testing).

Who?	What?	Where?	When?	How?	Why?	Theme?	Feelings?
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(Refer to appendix three for a copy of the cards used)

Texts –

The students listed areas of interest and together with teacher support; to ensure readability selected texts they wished to read. These included 3 information texts and 2 narratives, one of which was a short novel.

Fry Readability Graph:

All texts were measured on the Fry Readability Graph, which indicated that they were approximately in the 4<sup>th</sup> grade level.

#### Information Texts:

The following texts were used at the beginning of the intervention to explicitly teach the R.I.D.E.R. strategy. Each was set out in a newspaper report format, which lent itself to be used for sentence-by-sentence visualisation and paragraph-by-paragraph visualisation.

African Elephants At Risk – The News Series – Endangered of Extinct

Fast Tracks – Tracking Through Argument.

Save the Shark – Fast Tracks – Speak Out Issue 1

#### Short Novel:

This novel was used because it matched the readability level for each student and as it was a chapter book we were able to re-read the chapter from the previous day and continually build on images formed which would assist the students' comprehension of the story.

Shark Park by Chris McTrusty – Hotlinks series

#### Narratives:

The students' selected one of the following narratives for post-testing of spontaneous retelling using the R.I.D.E.R. strategy. Each narrative was photocopied, laminated and cut into sections to assist in the use of the R.I.D.E.R. strategy to help their comprehension.

The Story of the Kidnapped School by Pat Edwards – Eureka Genre Library

The Voice that Came with the Wind by Pat Edwards – Eureka Genre Library

Murder in the Garden by Pat Edwards – Eureka Genre Library

Ghostly Galloping by Pat Edwards – Eureka Genre Library

Tape recorder – This was used to tape the oral retelling of each story by each student and to assist with assessment.

Running Sheet for each lesson plan – Each lesson was written in an easy to follow plan to assist the teacher to keep on track with what needed to be explicitly taught.

### **Procedure**

The intervention was administered over 10 sessions in a withdrawal situation. The sessions were of approximately 40 minutes duration and were carried out, where possible, in the Literacy Block over a 3-week period. The lessons were held in the Literacy Room, which is a quiet area, in order to avoid distractions and interruptions. The sessions were administered in a group situation.

Three assessments were administered individually prior to the sessions beginning. These were again administered individually after the intervention had been completed. The spontaneous retell was also done after sessions 3 and 7 to note the progress of the students'.

Each session followed the following format:

#### Lesson 1

1. The teacher demonstrated the use of the R.I.D.E.R. strategy during **reading**. (First lesson). Lessons 2 – 10 students and teacher re-read passage from previous session, the teacher cues the use of the R.I.D.E.R. strategy during reading.
2. Introduce the text and begin to read, children **describe** the picture **image** they have imagined at the end of the designated section read (lesson one: at the end of each sentence, lessons two and three at the end of each paragraph, lessons four, five, six and seven at the end of the designated sections, lessons eight and nine at the end of each chapter and lesson ten at the end of the whole text). Students were given 1 minute, in which, to draw the image they had in their mind using a pencil.
3. Students listen to each other as they describe what they imagined, and then **evaluate** their own description in light of the other descriptions.
4. Students **read on** and continue to use the R.I.D.E.R. strategy. Teacher cues students' to use the R.I.D.E.R. strategy during the reading.
5. At the end of each lesson students verbalised the steps they had followed during the reading.

## Results

### Spontaneous Comprehension Scores

Name	Pre-Test Scores	Session 3 scores	Session 7 scores	Post Test Scores
STUDENT A	43%	46%	50%	87.5%
STUDENT B	43%	36%	71%	71%
STUDENT C	36%	42%	64%	100%
STUDENT D	57%	60%	64%	83%

John Munro's model, 2002, was used to calculate the spontaneous retells of each student. The results indicate that using the R.I.D.E.R. strategy actually increased the overall comprehension of a whole text for all students.

### Guided Comprehension Scores (Based on the PROBE and TORCH assessment schedules)

#### PROBE

Name	Pre-Test	Post – Test
STUDENT A	50%	62.5%
STUDENT B	62.5%	87.5%
STUDENT C	62.5%	90%
STUDENT D	20%	70%

#### TORCH Scores

Name	Pre – Test	Post – Test
STUDENT A	10.5%	31.5%
STUDENT B	47%	84%
STUDENT C	84%	100%
STUDENT D	31.5%	42%

The above data indicates that all students' guided comprehension increased through the continual practise of the R.I.D.E.R. strategy.

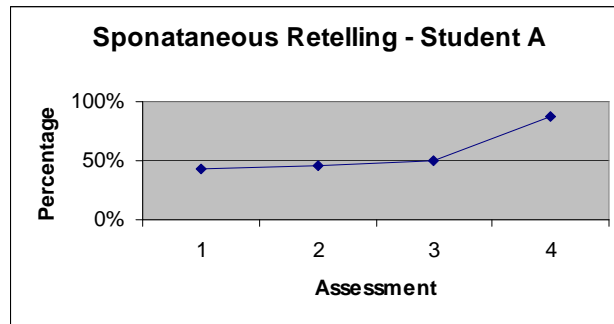


## **INDIVIDUAL STUDENT RESULTS**

### **Student A**

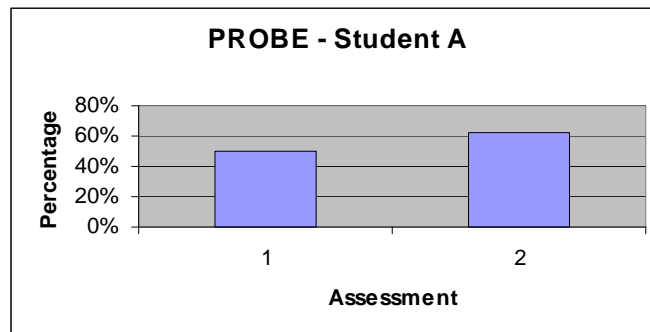
The graphs below indicate that Student A has made overall gains in both guided and spontaneous comprehension. The data suggests that significant gains for Student A were made in the area of spontaneous comprehension with a 44.5% increase in this area.

**Graph 1**

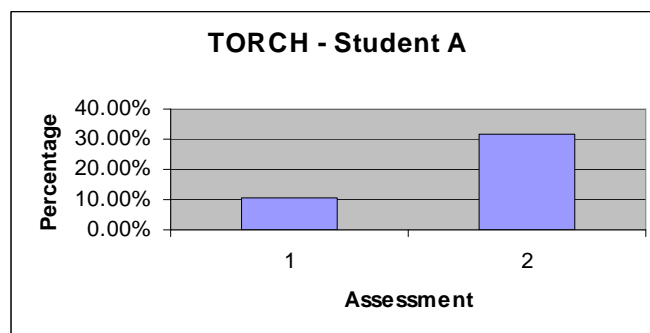


The increase in the guided comprehension was not as great yet the results were fairly significant as Student A experiences severe short-term auditory memory difficulties. The format of both the PROBE and TORCH assessments caused some difficulty as it required Student A to recall specific information in order to answer the questions and find words to complete the TORCH assessment.

**Graph 2**



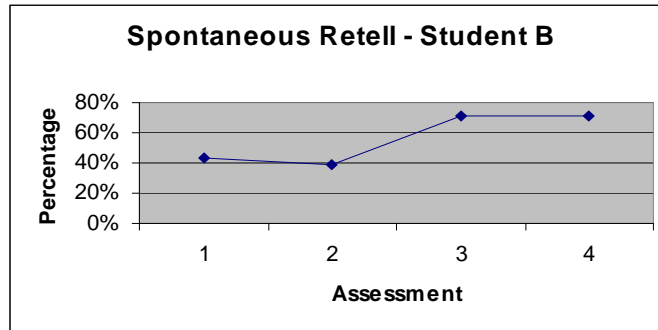
**Graph 3**



### **Student B**

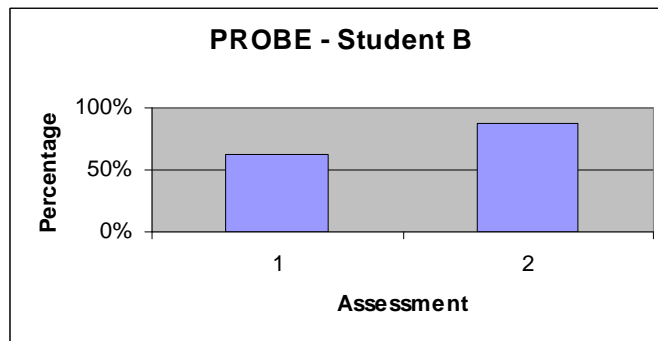
The graphs below also indicate that Student B made overall gains in both guided and spontaneous comprehension. The data suggests that gains were made in spontaneous retell of 25% although according to assessment from lesson 7 to the post-testing Student B made no gains from lesson 6. (Refer to appendix 2 for calculations and transcripts)

**Graph 4**

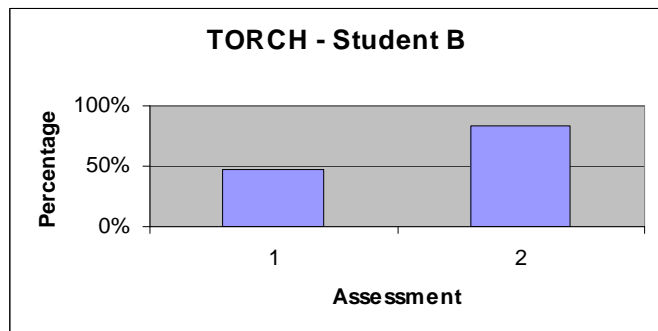


Student B made a significant gain of 47% in the TORCH test and 25% in the PROBE assessment. Student B also experiences short-term auditory memory difficulties, which are not as severe as student A's. During pre-testing Student B rushed through both the PROBE and TORCH assessments, stating how easy they both were however during post-testing he carefully worked through each one, which may explain the significant increase in his scores.

**Graph 5**



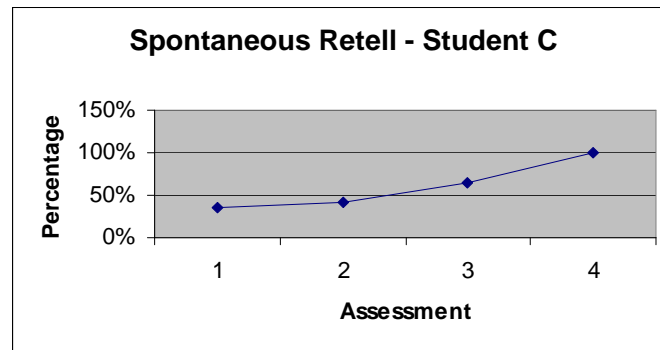
**Graph 6**



### Student C

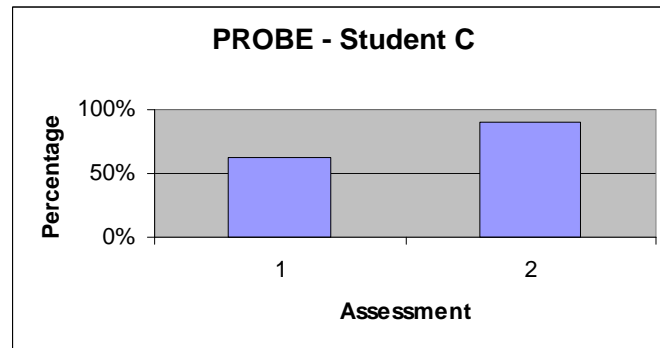
The graphs below indicate that Student C also made significant gains in both spontaneous and guided comprehension. The data indicates that significant gains were made in the area of spontaneous comprehension with a 64% increase. Student C's results demonstrate that once he was confident with using the R.I.D.E.R. strategy independently he was able to use it to assist with his spontaneous retelling to recall all of the main ideas contained in the text.

Graph 7

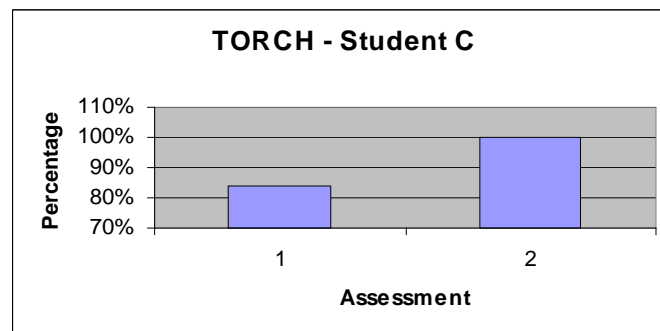


The increase in his guided comprehension was also extremely significant as the pre-test for PROBE was completed on set 7 (8 – 9 years) which he scored 62.5%, whereas the post-test was completed on set 11 (10 –11 years) which he scored 90%.

Graph 8



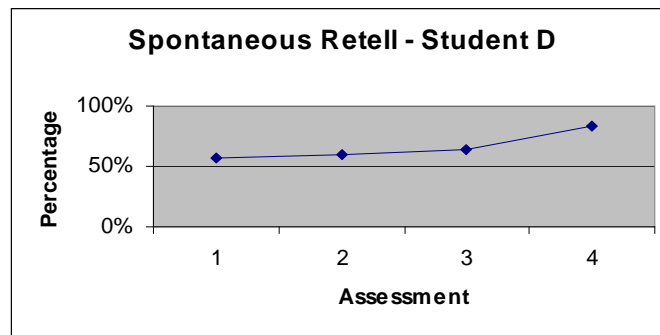
Graph 9



### **Student D**

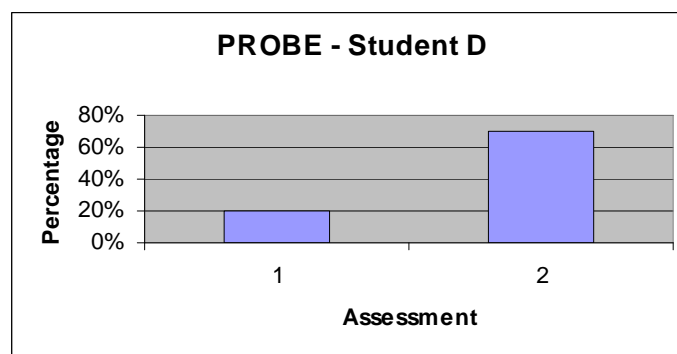
The graphs below indicate that Student D has made overall gains in both spontaneous and guided comprehension. The data suggest that he made significant gains in spontaneous comprehension with a 26% increase in comprehension. His gain from lesson 7 to post-testing was 19% suggesting that the continual repetition of the R.I.D.E.R. strategy worked as the lessons progressed.

**Graph 10**

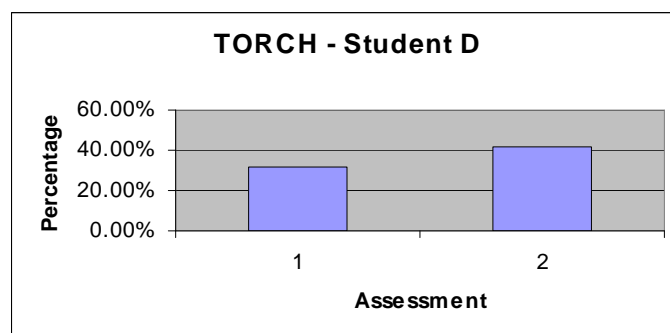


The guided comprehension results varied according to the type of assessment. His overall score in the PROBE assessment significantly increased by 50%. Student D's increase was even more substantial because the post-test was at a higher reading age category than the pre-test. The pre-test score was 20% for a set 7 test (8 – 9 years) and the post-test score was 70% for a set 10 test (9.5 – 10.5 years). In comparison the increase in the TORCH assessment was 10.5%.

**Graph 11**



**Graph 12**



## **Discussion**

The results of the assessment collected from intervention supports the prediction that 'teaching reading underachievers in grade five and six the R.I.D.E.R. strategy will improve reading comprehension.' All students' results suggest that this intervention was successful, with each student increasing in their level of reading comprehension, in both spontaneous and guided comprehension. This indicates that explicitly teaching visualising skills through the R.I.D.E.R. does improve reading comprehension.

These results can be supported by Clark et al (1984) study which, also resulted in greater comprehension scores by more than 30%, for students who were taught the R.I.D.E.R. strategy and self-questioning. Studies by Danko (1992) and Jackson et al (1998) also support the use of visual imagery to improve students' reading comprehension. Whilst each of these researchers used visualisation strategies, not specifically the R.I.D.E.R. strategy, the increase in reading comprehension in each case was due to the students' ability to create visual images in their head, which is the fundamental step in the R.I.D.E.R. strategy thus supporting the hypothesis.

Student A is an 11 year old boy in Grade 6. His results indicate that he benefited from the explicit teaching of the R.I.D.E.R. strategy. At the beginning of this study his image of himself as a reader was poor. When he was first asked to read for pre-testing purposes he stated, 'Reading, I'm not good at that.' As the intervention his confidence and approach to reading improved, which was evident with statements like, 'I get it now, hey this is easy.'

This year Student A was diagnosed with severe short-term auditory memory difficulties, which has no doubt had consequences for his ability to recall and retain information in texts he has read. Throughout the intervention he continually re-read sections when he was asked to use the R.I.D.E.R. strategy, which often slowed him down in comparison to other group members. This resulted in Student A, not sharing the description of the image he had formed in his head first, rather he initially agreed with what other group members said. As a result Student A was required to share the description of his image first, which appeared to have positive results, this change began after lesson 5, results from the spontaneous retell indicate that he improved by 41.5% from this moment onwards.

Student A also experienced difficulty with answering the PROBE and TORCH questions because the use of the R.I.D.E.R. strategy was not as prominent rather these forms of comprehension tests required the reader to be able to retain specific information from the texts read. His result improved on both of these tests however it was a longer more tedious process for him, constantly saying, 'Oh I don't remember I have to read it again.'

Student B is a 10-year-old boy in grade 5, who like Student A, has short-term auditory memory difficulties. His results indicate that he successfully used the R.I.D.E.R. strategy to assist him with improving his reading comprehension. Student B's diagnosis of short-term memory problems took place in 1999, which has meant that he has received extra support both in the classroom setting and with additional assistance in particular

programs. The difference in the two students was significant throughout the intervention. Student B didn't require the prompting that Student A required. He had a positive attitude and was very confident with reading. Strategies in place, such as using the retelling cue cards or asking for extra assistance when needed, helped him with his use of the R.I.D.E.R. strategy.

Student B's results in the TORCH and PROBE tests indicated his improvement in guided comprehension. Last year we implemented the use of TORCH as part of our ongoing assessment of student reading comprehension in years 3 to 6. Student B refused to complete the tests because he had difficulty finding the answers within the text. At the pre-testing stage he was reluctant to attempt the test and required some encouragement to complete the task. During post-testing he was extremely confident with the testing format and results demonstrated the improvement in this area.

Student B's results in the spontaneous retell indicate again a significant improvement in reading comprehension. His results from lesson 7 to the post-testing stage however did not change. The text for the lesson 7 assessment we had been working as group whereas the students' worked completely independently in the post-testing stage. Student B found the independent stage a little more challenging, as he required some reassurance that he was completing the retell accurately, asking at the conclusion, 'Is that it or do you want more?' (Appendix 2)

Student C is a 12-year-old boy in grade 6. His results improved by 64% in his spontaneous retell and in guided comprehension, TORCH by 16% and PROBE by 27.5%. At the beginning of this intervention, that is the pre-testing stage, he had an image of himself as a bad reader, stating 'I find reading really hard, I' not good like the others.' However despite his lack of confidence in his reading ability, he desperately wanted to be part of the intervention asking time and again if could be part of the group I was taking. As we progressed through the lessons and he became more proficient in using the R.I.D.E.R. strategy his confidence increased, especially from lesson 7 onwards. Since finishing the intervention Student C continues to catch up, borrowing books from the literacy room and telling me about the books he has read.

Student D is an 11-year-old boy in grade 6. He was reluctant at first to participate in the intervention and only became apart of it with encouragement from his parents. He viewed himself as someone who could read but had come to a belief that sometimes reading didn't make sense. He said at the beginning, 'I can read the words but I don't get what they are trying to say.' As the intervention progressed and he became more proficient at using the R.I.D.E.R. strategy, he became more eager to participate. He developed the understanding that reading made sense and when discussing the images he had formed with the group, he really took the time to comprehend information he had just read.

Student D's results reflect his increase in reading comprehension his spontaneous retell improved by 26%, PROBE improved by 50% and TORCH by 10.5%. These results have also transferred to his class work, with his teacher saying the other day how he is on task and is able to discuss information accurately that he has read in a text.

In each of the given assessments results for each of the students improved however after results were analysed I wonder which tests give a more accurate reading for comprehension. Sadoski in his article discusses that free-response formats for comprehension actually show greater effects for the use of the visual imagery strategy than standardised, multiple choice or cloze tests, which appear to be insensitive to the contribution of imagery. After completing this research I have found that the spontaneous retell leans itself more to the use of imagery than the PROBE or TORCH assessments, as both of these required students to recall specific information from the texts read in order to answer the questions or complete the cloze activity. Student A, in particular, found these difficult to do and relied more on re-reading the text to illicit information rather than using visual imagery. In hindsight it would have been useful to have had the students complete their spontaneous retells on both the PROBE and TORCH tests, in order to compare their test results and have more relevant information to continue this discussion.

Whilst results have supported the prediction a variable that cannot be measured but must be noted is the pre-testing conditions for the students, which may have caused them to perform lower than one might expect. Pre-testing took place on what should have been Sports Day however this was cancelled due to weather conditions, this factor may have had given adverse results as the students' were geared up for sport rather than reading.

One of the major benefits of this study was working with a small group outside of the classroom setting, which meant the focus could be on what the group was doing, without distractions of other students requiring assistance. The one disadvantage of completing the intervention with four students from four different classrooms was attempting to fit in with the timetable of the different classes. On three occasions this caused the group to be split in order to get through the lessons.

After completing this study a few questions arise which would require further research in order to find the answers. Which test for comprehension would be more suited to measuring students' reading comprehension using the R.I.D.E.R. strategy? What influence does just working with a small group have on results compared with working with a small group on a particular comprehension strategy? Which comprehension strategy would best help students' with short-term auditory memory difficulties retain meaning and improve reading comprehension?

The increase in the comprehension performance of each student supported the hypothesis, 'Teaching reading underachievers in grades 5 & 6 the R.I.D.E.R. strategy will improve reading comprehension at a whole text level.' Throughout the intervention the results indicate that, as students became more confident and proficient at using the R.I.D.E.R. strategy their reading comprehension improved, however further research would need to be conducted, in order to fully support this claim. The greatest success of this research is having two out of the four students wanting to discuss the books they are reading and how much they feel their reading has improved, this result is immeasurable.

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## APPENDICES

### APPENDIX ONE

#### TEACHING UNIT

This teaching unit was designed to assist reading underachievers in years 5 & 6 to improve their reading comprehension through the use of the R.I.D.E.R. strategy. In John Munro's model 'A model for understanding literacy learning disabilities' this intervention is directed at the sentence and concept levels.

It is geared towards teaching a small group of students (four) who experience reading comprehension difficulties. The students were withdrawn from their regular classes to participate in ten, forty-minute sessions, over a three week period, where they were explicitly taught the R.I.D.E.R. strategy to assist them with their reading comprehension.

Sessions were planned so that initially students were explicitly taught the R.I.D.E.R strategy and how to use it with a lot of teacher support and scaffolding. As the sessions progressed this support lessened so that the students were able to work independently.

## Lesson 1

**Aims:** To introduce the R.I.D.E.R. strategy to the students.

To use the R.I.D.E.R. strategy, for sentence-by-sentence visualisation.

**Materials:** R.I.D.E.R. cue cards, tape recorder, Text - African Elephants At Risk and prompt cards for retelling.

**Procedure:**

1. Explain to the students' that we are going to work together to help each of us with our understanding of what we read.
2. Formulate group responsibilities so that each of us listens to each other and our ideas.
3. Teacher demonstrates the use of the R.I.D.E.R. strategy. Each student is given a copy of the text to be read. The teacher reads the title of the text, stops and describes the image formed in his/her head.
4. Students' describe images they have in their minds and change their image if they feel they need to.
5. Teacher reads first sentence, stops and describes image formed in his/her mind. Student's describe their image and change if they feel they need to.
6. The teacher stops at the end of each sentence to demonstrate the use of the R.I.D.E.R. strategy reads each sentence. (Follow step 5).
7. When the text is finished the teacher asks each student to retell what the text was about. Use the prompt cue cards for retelling:

Who?	What?	Where?	When?	How?	Why?	Theme?	Feelings?
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8. The teacher together with the students goes through each of the steps of the R.I.D.E.R. strategy. Students are introduced to the R.I.D.E.R. cue cards and each step is discussed so that the students have an understanding of what to do in the next lesson.

### Lessons 2 & 3

**Aim:** To revise the R.I.D.E.R. strategy and with teacher support use the strategy for each paragraph.

To independently retell the text Rogue Bull Seriously Injures Girl.

**Materials:** R.I.D.E.R. cue cards, tape recorder, paper, pencil, Texts: African Elephants At Risk, Save the Shark and Rogue Bull Elephant Seriously Injures Girl and prompt cards for retelling.

**Procedure:**

1. Teacher revises R.I.D.E.R. cue cards with the students. For lesson 2, re-read African Elephants At Risk (from lesson 1) and for lesson 3 re-read Save the Shark (from lesson 2) cueing students to use the R.I.D.E.R. strategy after each sentence.
2. Demonstrate the use of the R.I.D.E.R. strategy with the aid of cue cards. Each student is given a copy of the text to be read. The teacher reads the title of the text, stops, draws and describes the image formed in his/her head.
3. Students' describe images they have in their minds and after listening to all descriptions may change their image if they feel they need to.
4. Teacher reads first paragraph, stops, draws and describes image formed in his/her mind. Student's draw and describe their image and change it, if they feel they need to.
5. The teacher stops at the end of each paragraph to demonstrate the use of the R.I.D.E.R. strategy. (Follow step 4).
6. When the text is finished the teacher asks each student to retell what the text was about, using the prompt cue cards for retelling.
7. At the conclusion of the lesson students' articulate what they do for each step of the R.I.D.E.R. strategy.
8. At the conclusion of session 3 students' spontaneous retells were recorded on tape and analysed to check for improvement.

### **Lesson 4, 5 & 6**

**Aim:** To revise the R.I.D.E.R. strategy and with teacher support use the strategy for each paragraph and designated section.

**Materials:** R.I.D.E.R. cue cards, tape recorder, paper, and pencil, Texts: Rogue Bull Elephant Seriously Injures Girl and Shark Park and prompt cards for retelling.

**Procedure:**

1. Teacher and students revise R.I.D.E.R. cue cards. For lesson 4 students re-read Rogue Bull Elephant Seriously Injuries Girl (from lesson 3), for lesson 5 students re-read Chapters 1 & 2 of Shark Park (from lesson 4) and for lesson 6 students re-read Chapters 3 & 4 of Shark Park (from lesson 5) cueing students to use the R.I.D.E.R. strategy after each paragraph or designated section.
2. Teacher in collaboration with students demonstrates the use of the R.I.D.E.R. strategy with the aid of cue cards. Each student is given a copy of the text to be read. The student reads the title of the chapter, stops, draws and describes the image formed.
3. Students' describe images they have and after listening to all descriptions students may change their image if they feel they need to.
4. Students read first paragraph or designated section stops, illustrates and describes the image formed. Student's change if they feel they need to.
5. Student continues to read stopping at the end of each paragraph or designated section to use the R.I.D.E.R. strategy.
6. When the text is finished the teacher asks each student to retell what the text was about, using the prompt cue cards for retelling.
7. At the conclusion of the lesson students' articulate what they do for each step of the R.I.D.E.R. strategy.

### Lesson 7

**Aims:** To revise the R.I.D.E.R. strategy and with teacher support use the strategy for each paragraph and designated section.

To independently retell chapter 7, using the R.I.D.E.R. strategy.

**Materials:** R.I.D.E.R. cue cards, tape recorder, paper, and pencil, Text: Shark Park and prompt cards for retelling.

**Procedure:**

1. Students revise the R.I.D.E.R. cue cards. For lesson 6 students re-read chapters 5& 6 of Shark Park (from lesson 6) cueing students to use the R.I.D.E.R. strategy after each paragraph or designated section.
2. Students demonstrate the use of the R.I.D.E.R. strategy with the aid of cue cards. Each student is given a copy of the text to be read. The student reads the title of the chapter, stops, draws and describes the image formed in his/her head.
3. Students' describe images they have in their minds and after listening to all descriptions may change their image if they feel they need to.
4. Student reads first paragraph or designated section stops and describes image formed in his/her mind. Student's draw and describe their image and change if they feel they need to.
5. The student stops at the end of each paragraph or designated section to use the R.I.D.E.R. strategy. (Follow step 4).
6. When the text is finished the teacher asks each student to retell what the text was about, using the retelling cue cards.
7. At the conclusion of the lesson students' articulate what they do for each step of the R.I.D.E.R. strategy. Students also articulate how the R.I.D.E.R. strategy helps them with reading comprehension.
8. At the conclusion of Chapter 7 students are asked to do a spontaneous retell of the chapter, which is recorded and analysed to see if their comprehension is improving with the use of R.I.D.E.R.

### Lessons 8 & 9

**Aim:** To revise the R.I.D.E.R. strategy and with limited teacher support use the strategy for each chapter.

**Materials:** R.I.D.E.R. cue cards, tape recorder, paper, and pencil, Text: Shark Park and prompt cards for retelling.

**Procedure:**

1. Students revise R.I.D.E.R. cue cards. For lesson 8 students re-read chapter 7 of Shark Park (from lesson 7) and for lesson 9 students' re-read chapters 8 & 9 (from lesson 8) cueing students to use the R.I.D.E.R. strategy after each chapter.
2. Students demonstrate the use of the R.I.D.E.R. strategy with the aid of cue cards. Each student is given a copy of the text to be read. The student reads the title of the chapter, stops, draws and describes the image formed in his/her head.
3. Students' describe images they have in their minds and after listening to all descriptions may change their image if they feel they need to.
4. Students read the chapter, stop, draw and describe the image formed in his/her mind. Students describe their image and after listening to all descriptions may change if they feel they need to.
5. When the chapter is finished the teacher asks each student to retell what the text was about, using the retelling cue cards.
6. At the conclusion of the lesson students' articulate what they do for each step of the R.I.D.E.R. strategy. Students also articulate how the R.I.D.E.R. strategy is assisting them with their reading comprehension.

## **Lesson 10**

**Aim:** To independently use the R.I.D.E.R. strategy on a whole text and retell the text.

**Materials:** R.I.D.E.R. cue cards, tape recorder, paper, pencil, Texts: The Story of the Kidnapped School, The Voice that Came with the Wind, Murder in the Garden and Ghostly Galloping and prompt cards for retelling.

### **Procedure:**

1. Students select a story they wish to read from the list above.
2. Students demonstrate the use of the R.I.D.E.R. strategy with the aid of cue cards. Each student is given a copy of the text to be read. The student reads the title of the text, stops, draws and describes the image formed in his/her head.
3. Students' describe images they have in their minds and change their image if they feel they need to.
4. Students read each section, stop, draw and describe image formed in his/her mind. Student's describe their image and change if they feel they need to.
5. When the text is finished the teacher asks each student to retell what the text was about, using the prompt cue cards for retelling.
6. At the conclusion of the lesson students' articulate what they do for each step of the R.I.D.E.R. strategy and how the R.I.D.E.R. strategy is assisting them with their reading comprehension.



## APPENDIX TWO

### TRANSCRIPTIONS AND CALCULATIONS FOR STUDENT B's SPONTANEOUS RETELLS

#### Pre-Testing

Tracks by the Stream a level 28 text from the PM Benchmark Kit.

#### **Retell**

It was about Ben, Jo and Jim all traveling. Jo found some tracks down by the stream and they were very big footsteps. Jo went back and I think it was Ben who said they were grizzly bears.

<b>Main Ideas in the Story</b>	<b>Number of Ideas</b>	<b>Student B</b>
<b>Main Characters:</b> Jo, Jim & Ben	3	3
<b>Theme of story:</b> About the pioneers and the experiences they encountered on their journey.	1	0
<b>Plot of the Story:</b> Jo discovers some strange tracks by the stream.	1	1
<b>Events in the Story:</b> The pioneers enter the mountains clad in pine forests. Jo, Jim and Ben camp near running water. Jo, Jim and Ben fish for trout. One night Jo was collecting pinecones when she discovered strange tracks. Jo went back to the camp and told Ben what she had discovered. Jo and Ben went back to the tracks and Ben identified the tracks as those of a bear.	6	2
<b>Inferential Ideas:</b> Pioneers were a group of people who traveled across the country in their wagons. The pioneers faced many hardships throughout their journey. The story takes place back in the pioneering days.	3	0
	14	6

### **Lesson Three**

Rogue Bull Elephant Seriously Injures Girl, according to the Fry Readability Graph, this text belongs in the Fourth Grade Level.

#### **Retell**

In this story an elephant went wild and charged through a village and injured a girl. People carried the girl to the hospital. Their leader wants to put a fence around his village.

<b>Main Ideas in the Story</b>	<b>Number of Ideas</b>	<b>Student B</b>
<b>Main Characters:</b> Girl, parents and elephant	3	2
<b>Theme of story:</b> An elephant that goes wild.	1	1
<b>Plot of the Story:</b> A girl is seriously injured by an elephant that went wild.	1	1
<b>Events in the Story:</b> The animal trumpeted wildly. It crashed into a hut. The family scrambled from the hut. The father searched for his daughter. The parents carried the girl to hospital.	5	1
<b>Inferential Ideas:</b> The elephant went wild because it was injured. The hut was made of wood & branches. They live in a village without modern facilities. It is unusual for elephants to do this.	4	0
	14	5

**Lesson 7**

Shark Park, according to the Fry Readability Graph, this text belongs in the Fourth Grade Level.

**Retell**

In this chapter Dr. Edwards, Jake, Mr Lamb and Eliza find out the sharks have got out because lightning struck the gate and it caused the gate to open. They can't see the sharks because they are swimming around and they are hungry. The storm is big, the power comes on and the sharks attack the canoe.

<b>Main Ideas in the Story</b>	<b>Number of Ideas</b>	<b>Student B</b>
<b>Main Characters:</b> Mr Lamb, Jake, Dr. Edwards & Eliza	4	4
<b>Theme of story:</b> Sharks being kept in captivity and the effects of this.	1	0
<b>Plot of the Story:</b> A new theme park with sharks in it, which escape and try to eat the main characters.	1	1
<b>Events in the Story:</b> Lightning strikes and the power goes off. Sharks can't be seen. The power comes back on and the tour continues. A storm comes. Sharks attack the canoe.	5	5
<b>Inferential Ideas:</b> When sharks are hungry they eat people. Difficult to keep wild animals in captivity. Dr. Edwards is not a doctor for people; she is a doctor of sea-life.	3	0
	14	10

**Post-Testing**

Ghostly Galloping, according to the Fry Readability Graph, this text belongs in the Fourth Grade Level.

**Retell**

This story is about a stallion that warns people when someone is going to die. The farmer's wife was waiting for her husband a ghostly horse came galloping past her and her husband died. Is that it or do you want more?

<b>Main Ideas in the Story</b>	<b>Number of Ideas</b>	<b>Student B</b>
<b>Main Characters:</b> Stallion, farmer, the Farmer's Wife and the farmer's son	4	3
<b>Theme of story:</b> Warnings of death.	1	1
<b>Plot of the Story:</b> Horse gallops to give death messages. The farmer's wife waiting for her husband to come home.	2	2
<b>Events in the Story:</b> Farmer's Wife waiting for husband. Ghostly black horse galloped past. Found out her husband was dead. Many years later the farmer's wife is waiting for her son to come home. The horse comes galloping past again. The farmer's wife found out her son died.	6	3
<b>Inferential Ideas:</b> Messages of death come from the horse.	1	1
	14	10

**APPENDIX THREE**  
**Prompt Cue Cards for Retelling**

Who ?

What ?

Where ?

When ?

How ?

Why ?

Theme ?

Feelings ?

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