

Explicit teaching of visualization using the RIDER strategy improves literal and inferential comprehension

DAILY LESSONS (See Appendix 1 for detailed Lesson Outlines)

Lesson One & Two (45 minutes)

Text – Lesson 1 “The Best Runner” – Level 13 (Same Text as Pre Test)

Lesson 2 “Little Hen, Mouse and Rabbit” – Level 14

Group reading – individuals read text aloud to the group

(Lesson 1 use the same text from pre testing one week earlier)

After each page ask students to draw what they have read.

Ask them to draw what will happen next after each page.

Ask students to individually re-tell the story from their pictures to the group.

Ask each student to tell group what they think will happen next and why? (Inferential Comprehension) *This must be asked at every lesson to gauge inferential comprehension and help the student to develop this skill.*

Record each student’s responses.

Continue this sequence page by page until the story is completed.

Students reflect – What do you do when you read? How do you remember what happens in a story?

Lesson Three (45 minutes) (Prepare text without pictures for this lesson onwards)

Text – “Skip Goes to the Rescue” – Level 15

Students recap the story from lesson 2. Include the question what will happen next.

Read new text individually not as a group.

Introduce the **RIDER** strategy

Read

Imagine – what picture do you make in your head when you read? Close your eyes and imagine.

Describe– What do you see in your mind? What pictures did you make about the story when you closed your eyes?

Evaluate – By re-reading and listening to others – Do our pictures match what we’ve read? Based on others’ description/reflection of the text students go back to reread (if needed), and check to see if their description was accurate. What do you think will happen next in the story?

Read on/Repeat – continue reading and repeat all of the above steps

As a group, discuss the steps of the RIDER strategy.

Reread the text stopping after each page to practise the RIDER strategy
Individually students tell what they think will happen next and why? (Inferential Comprehension)

Lesson Four and Five (45 minutes)

Text – Lesson Four “The Classroom Play” – Level 16

Lesson Five “The Greedy Dog and the Bone” – Level 17

(Students read individually from this lesson onwards)

Reflect on the stages of the RIDER strategy as a group

Individuals prepare their own cue card with the acronym RIDER and a picture prompt
(*Lesson four only*).

Rehearse the strategy before reading the text. Use new bookmarks as a prompt.

Read new text individually stopping at each page.

Read the passage

Imagine and make a picture/movie in your mind

Describe in words pictures that are in your mind that will help to retell the story

Evaluate – check the story matches your description

Read On/Repeat

Before reading the last page individually students tell what they think will happen next and why? (Inferential Comprehension)

Ask the students individually to rehearse what RIDER means. Ask them to add a physical movement to each of the steps eg: Imagine – close eyes and put finger tips on temples

MID – SESSION REVIEW

Administer

- TORCH Test – “Lizards Love Eggs” to the Intervention group only
- Self-efficacy reflection -
 - Do you enjoy reading?
 - What part of reading do you find difficult? Why?
 - What do you do when you read?
 - What are some of the things that help you to work out difficult words?
 - What are some of the things you do to help you remember what you read?

Lesson Six (45 minutes)

Text – “Harvest Mice” – Level 18

Without assistance students use the RIDER strategy bookmark they designed along with the physical movements they have developed as they are reading the text individually.

Ask individuals to retell the story – record responses.

Before reading the last page individually students tell what they think will happen next and why? (Inferential Comprehension)

Reflect on how RIDER is helping them – engage in short discussion with the group.

Adapt the stage DESCRIBE. Add the words DRAW, DETAIL

Rehearse the strategy with new addition to it

Read

Imagine

Describe or **D**raw in **D**etail

Evaluate

Read on/**R**epeat

Lesson Seven - Ten (45 minutes)

Text – Lesson Seven “The Old Hut in the Forest” – Level 19

Lesson Eight – “Leo the Lion Cub” – Level 20

Lesson Nine – “Kwan the Artist” – Level 21

Lesson Ten – “Trees on our Planet” – Level 22

Rehearse the RIDER strategy with new addition to **D** step (*Lesson Seven only*)

Before reading the last page individually students tell what they think will happen next and why? (Inferential Comprehension)

Discuss what students are doing when they are reading now when using RIDER (*during lesson ten only*)

Appendix 1

Teaching Lessons

Lesson 1 Outline - Lesson 1

Before Reading	Ask Students what they think the story is about from the front cover and why they think this
During Reading	Read the story "The Best Runner" PM Benchmark Kit 2 Level 13 as a group Note reading behaviours of each student.
After Reading	Ask Students to think about the story and draw a picture of what happened in the story. (Literal Comprehension) Ask them to also draw a picture of what will happen next in the story. (Inferential) When Students have finished their illustrations ask them to retell the story and what they have drawn. Ask students comprehension questions taken from the story. Reflect on what they do as readers and how they remember the story? (Individuals share their reflection) Record answers for data analysis. Briefly outline Lesson Two

Session outline – Lesson 2

Before Reading	Reflect on previous session – what story did we read? What happened in the story? What happened next? Give Students a copy of the new story – ask them not to open the story Ask Students what they think the story is about from the front cover and why they think this.
During Reading	Read a new story "Little Hen, Mouse and Rabbit" PM Benchmark Kit 2 Level 14 as a group. Stop at the end of page 10. Ask Students to draw what has happened in the story so far (Literal)
After Reading	Ask Students to think about the story and draw a picture of what happened in the story. (Literal Comprehension) Ask them to also draw a picture of what will happen next in the story. (Inferential Comprehension) When Students have finished their illustrations ask them to retell the story and what they have drawn. Ask students comprehension questions taken from the story. Record answers for data analysis. Reflect on what they do as readers and how they remember the story? (Individuals share their reflection) Briefly outline Lesson Three

Session Outline - Lesson 3

<p>Before Reading</p>	<p>Reflect on previous session. Recall details of the story read. Give students new book. Ask Students what they think the story is about from looking at the cover.</p> <p>Read the story “Skip Goes to the Rescue” PM Benchmark Kit 2 Level 15 individually stopping at the end page 10.</p>
<p>During Reading</p>	<p>Ask Students to retell what is happening in detail. What do you think will happen next? Individually retell to the group.</p> <p>Introduce RIDER – THIS MUST BE MODELLED</p> <p>Ask students to think about what they have been doing in the past two lessons. Elicit discussion that enables them to verbalize that we have been reading and retelling the story and thinking about what will happen next as we are reading</p> <p>· Explain the steps of RIDER and go through the questions and process of the strategy.</p> <p>READ IMAGINE – Close your eyes. Make a picture in your head about the story so far. Think about the story again...what detail have you added to your picture? DESCRIBE – What is the picture in your mind – retell. EVALUATE – Listen to others retelling and recheck the text to see if you need to make adjustments to your picture. If so retell the detail added. READ ON/REPEAT – if you are happy with the picture you now have – read on. When reading, Think about what is going to happen next.</p> <p>Ask children to repeat verbally the steps of RIDER.</p> <p>Continue reading to the end of the book.</p>
<p>After Reading</p>	<p>Ask Students to retell what happened in the story from the picture in their mind – when they Imagined. (Literal Comprehension) Ask them what they think will happen next in the story. (Inferential) Ask students comprehension questions taken from the story. Record answers for data analysis. Revisit what RIDER stands for and what the steps are. Briefly outline Lesson Four</p>

Session Outline – Lesson 4 & 5

<p>Before Reading</p>	<p>Reflect on previous session. Recall details of the story read previously.</p> <p>Rehearse what the strategy RIDER is. Students discuss each step reflecting on what they have to do.</p> <p>Give students a cue card to use as a prompt. Students draw pictures as a visual cue for each letter of the strategy. Keep this card beside them to prompt them to think through each step.</p> <p>Give students new text - prepare book as text only without supporting pictures.</p> <p>Ask the students to read the first paragraph and predict what the story is about. What would be a good title for the book from your reading? Ask the students to verbalize what pictures are in their mind.</p> <p>Begin reading the story. “The Classroom Play” PM Benchmark Kit 2 Level 16 (Lesson 4) – (Stop at the end of page 11) “The Greedy Dog and the Bone” PM Benchmark Kit 2 Level 17 (Lesson 5) – (Stop at the end of page 9)</p>
<p>During Reading</p>	<p>Remind the students to use the RIDER strategy when they are reading. Use their prompt card for guidance.</p> <p>Stop at the end of the set pages.</p> <p>Ask Students to retell what is happening in detail. What do you think will happen next? Individually retell to the group.</p> <p>Repeat the steps of RIDER Ask them to focus further on their images. Recheck through the story so far and add more detail if necessary.</p> <p>Continue reading to the end of the book. Prompt students to think about what is going to happen next as they are reading.</p>
<p>After Reading</p>	<p>Ask Students to retell what happened in the story from the picture in their mind – when they Imagined. (Literal Comprehension) Ask them what they think will happen next in the story. (Inferential) Students write their responses. Revisit what RIDER stands for and what the steps are. Use cue cards Briefly outline Lesson Six</p>

At the end of Lesson Five conduct a mid session review to establish the progress of each student. .

Session Outline – Lesson 6

<p>Before Reading</p>	<p>Reflect on previous session. Recall details of the story read previously.</p> <p>Rehearse what the strategy RIDER is and introduce actions to go with the words to reinforce this strategy. Students discuss each step reflecting on what they have to do. Give students their cue card to keep with them to use.</p> <p>Give students new text - prepare book as text only without supporting pictures.</p> <p>Ask the students to read the first paragraph and predict what the story is about. What would be a good title for the book from your reading? Ask the students to verbalize what pictures are in their mind.</p> <p>Begin reading the story. "Harvest Mice" PM Benchmark Kit 2 stop at the end of page 7</p>
<p>During Reading</p>	<p>Remind the students to use the RIDER strategy when they are reading. Use their prompt card for guidance.</p> <p>Stop at the end of the set pages.</p> <p>Ask Students to retell what is happening in detail. What do you think will happen next? Individually retell to the group.</p> <p>Because this is a non fiction text, discuss any words that are difficult to understand and as a group find the meaning for these words.</p> <p>Repeat the steps of RIDER Add another dimension to the Describe part of the strategy. Ask students to add Describe or Draw in Detail to prompt them to remember to retain as much detail as possible when reading and visualizing.</p> <p>Ask them to focus further on their images. Recheck through the story so far and add more detail if necessary.</p> <p>Continue reading to the end of the book. Prompt students to think about what is going to happen next as they are reading.</p>
<p>After Reading</p>	<p>Ask Students to retell what happened in the story from the picture in their mind – when they Imagined. (Literal Comprehension) Ask them what they think will happen next in the story. (Inferential) Students write their responses. Revisit what RIDER stands for and what the steps are. Use cue cards and actions and add to the cue card Draw in Detail. Tell students that from the next session there will be no prompts given. They are to use their cue cards for support. Briefly outline Lesson Seven</p>

Session Outline – Lesson 7 - 10

Before Reading	<p>Reflect on previous session. Recall details of the story read previously.</p> <p>Give students their cue card to keep with them to use.</p> <p>Give students new text - prepare book as text only without supporting pictures.</p> <p>Begin reading the story.</p> <p>“The Old Hut in the Forest” – PM Benchmark Kit 2 Level 19 – Lesson 7</p> <p>“Leo the Lion Cub” – PM Benchmark Kit 2 Level 20 - Lesson 8</p> <p>“Kwan the Artist “– PM Benchmark Kit 2 Level 21 - Lesson 9</p> <p>“Trees on our Planet” - PM Benchmark Kit 2 Level 22 - Lesson 10</p>
During Reading	<p>Read though to the end of the page.</p> <p>Ask Students to retell what is happening in detail. What do you think will happen next? Individually retell to the group.</p> <p>Continue reading to the end of the book. Prompt students to think about what is going to happen next as they are reading.</p>
After Reading	<p>Ask Students to retell what happened in the story (Literal Comprehension)</p> <p>Ask them what they think will happen next in the story. (Inferential)</p> <p>Students write their responses.</p> <p>Briefly outline the next lesson.</p>

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