

Developing meaning at the sentence level through the explicit teaching of the RIDER strategy will improve reading comprehension for Year Five and Six students.

The Procedure

The initial assessment stage used tasks in the following order:

1. TORCH Tests of Reading Comprehension. 2nd Edition
2. John Munro Spontaneous Retelling Analysis
3. PM Benchmark Tests. Kit 1 & 2
4. PROBE Reading Assessment (Triune 2002)

This teaching unit was designed to assist students in Years Five and Six who were experiencing difficulty with comprehension. The three students were withdrawn from their classroom to participate in nine forty minute sessions. The sessions took place over a three week period. During each session the participants were explicitly taught the RIDER strategy to assist them with their reading comprehension.

The RIDER strategy was used to prompt for imaging information. RIDER stands for READ, IMAGE, DESCRIBE, EVALUATE and REPEAT

The purpose of these lessons was to improve the students' ability to visualise what they were reading by transferring the information / key words into mental pictures. They were taught to summarise the key elements of the text and clarify what they had read by evaluating the image they had created.

Steps followed

- R: Read the passage with the student
- I: Break it down into information chunks and ask the student how they might draw or image each piece of information. The students were asked to make a picture of the text they had just read and then draw the picture, including everything that they can remember from the image they had created in their mind. Later: they will just make an image in their mind.
- D: The students were asked to turn over the picture they had drawn and describe it. Later: If they are imaging in their mind, they are asked to now describe back what they see. This step ensures that the student is retaining the information.
- E: With the student, re-read the chunk that they have just described. Evaluate whether any important pieces of information have been omitted, revisit the first two steps
- R: Repeat this process for each of the chunks the student needs to read until the passage has been read in its entirety.

Lesson Outline

Aim:

To teach the R.I.D.E.R. strategy to the students
Use the strategy for sentence and / or paragraph visualisation

Method

Each instructional session the following will be done:

1. Explain / Revise the R.I.D.E.R. method of visualising using the bookmarks containing the steps in the strategy
2. Read the passage with the students
3. Break it down into information chunks and ask the student to make a picture of the text they had just read and then draw a picture, including everything that they can from the image they have created in their mind.
4. The students are then asked to turn over the picture they have drawn and describe it. *This step ensures that the student is retaining the information.*
5. With the student, re-read the chunk that they have just described. Evaluate whether any important pieces of information have been omitted, revisit the first two steps
6. Repeat this process for each of the chunks the student needs to read until the passage has been read in its entirety.
7. Give the students a written comprehension sheet to complete on the passage
8. Discuss and correct the answers when they have finished.

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