

Teaching post reading recovery students who are accurate decoders, the R.I.D.E.R. strategy, enables them to scaffold their own learning and increase their reading comprehension.

Procedure

Ten teaching sessions were conducted with the Intervention Group, over a period of three weeks. The duration of the lessons was between 30-40 minutes. The group was withdrawn from the classroom. Whilst it was hoped all lessons would be conducted during the morning session of school, this was not possible due to the Specialist timetable and special school events, such as character parades and rehearsal times for the school concert. Unfortunately some sessions were taken in the afternoon.

Each session involved:

- The children getting their knowledge ready (GKR) *before* they read the new book.
- New vocabulary was also introduced at this point.
- The R.I.D.E.R. Strategy was introduced in the *while reading* stage.
- Here the teacher modeled:
 1. Reading the first sentence.
 2. Making a picture in her mind.
 3. Describing what she saw in words.
 4. Checking with the text that all the information matched.
 5. The teacher's thinking was verbalized in order for the students to understand what was going on in her head.
 6. Read the next sentence and repeat steps again.
- During the initial lesson, the children drew their images then moved to verbally describing their images.
- *After* reading the children would reflect on the steps taken and how useful these had been in helping them read with understanding. They would then retell the story in their own words as accurately as possible.

The teaching procedure was based on John Munro's (2011) Comprehension – Visualising teaching strategy. The control group continued with their regular classroom program.

Materials

1. Comprehension-Visualising Strategy (Munro 2011 lecture notes).
2. Text-“I Won't Say Please” by Mij Kelly & Ruth Palmer Koala Books 2002.
“Everybody Feels...Scared” by Jane Bingham, QBE Publishing 2006
“The Gizmo's Trip” by Paul Shipton, Level 17 Rigby 2000
“The Gizmo's Party” by Paul Shipton, Level 23, Rigby Literacy 2000
9. Cue/Prompt cards for R.I.D.E.R. strategy (E.R.I.K.)
10. R.I.D.E.R. Bookmarks (adapted from cue cards).
11. Paper and grey lead pencils for drawing visual images.

LESSONS

Lesson One

Duration: 30-40 minutes.

Materials: R.I.D.E.R. cue cards, a grid on A4 paper, grey lead pencils

Text: I Won't Say Please! By Mij Kelly and Ruth Palmer. (Picture Story book)

Session 1	Task Description
<i>Before Reading</i>	<p>Explain to the students that over the next ten lessons I am going to teach them a strategy that will help them remember and understand what they read. It is called visualising. It means we are going to read a sentence, learn to make a picture in our mind and explain what our picture is like.</p> <p>Introduce target words: leapt, fetch and frowned. Establish students' understanding of these words e.g. Who has told their dog to fetch a stick?</p>
Introduce the R.I.D.E.R. acronym	<p>Introduce and display the R.I.D.E.R. cue cards. Explain each part of the acronym.</p> <p>Read Read a sentence or paragraph</p> <p>Image Make a picture in your mind</p> <p>Describe Tell us about the picture you have made in your mind.</p> <p>Evaluate Check that you have all the information and see if it is accurate.</p> <p>Read On Keep reading and repeat the above steps.</p>
Introduce the text	<p>Introduce "I Won't Say Please!" G.K.R. Look at the cover of the book and discuss what you think the character is doing/feeling. Ask them to recall a time when they or a sibling have ever thrown a tantrum. What did they do? What did the people around them do? Etc.</p>
<i>While Reading</i>	<p>Teacher reads the first sentence and explicitly models how to use R.I.D.E.R. strategy. The teacher quickly sketches her image of the information of the first sentence in the first grid on the A4 paper. "When I close my eyes I can see.... This is what it looks like...I will describe it for you. Do you think I have forgotten anything from the sentence?" Match the picture with the text. Highlight what is correct, what has been left out or what is incorrect and make adjustments. This is a good time to stress that the picture is only to help us remember details and it is not meant to be perfect. (Hopefully this will be clear when they see my drawing.)</p> <p>Have students close their eyes while the teacher reads the next sentence. Now ask them to draw a quick sketch in their grids with only grey lead pencils. Each student is then asked to describe their drawing as I modeled. Highlight what is correct, what has been left out or what is incorrect and make adjustments. Continue for several more sentences.</p>
<i>After Reading</i>	<p>Revisit the target words. How do they understand them in light of how they are used in the story e.g. The Queen said, "Fetch me my clothes." The students are asked to reflect on what they have learnt. Invite them to share their thoughts. Focus on what has been helpful, what was not helpful and what else might be helpful.</p>

Lesson Two

Duration: 30-40 minutes.

Materials: R.I.D.E.R. cue cards, a grid on A4 paper, grey lead pencils

Text: I Won't Say Please! By Mij Kelly and Ruth Palmer. (Picture story book)

Session 2	Task Description
<i>Before Reading</i>	Review what was covered yesterday. Ask students to recall what they remember about the story. Could they retell the story in the correct sequence? Did they use their own words or did they adopt some new vocabulary from the story? Did they use appropriate synonyms? Did they include adjectives to create clear images? Introduce target words: shan't, flounce and growled. Establish students' understanding of these words e.g. Demonstrate what flounced looks like.
Review the R.I.D.E.R. acronym	Take note which parts of the acronym they can recall or what parts are difficult to remember. Check the sequence. Display the R.I.D.E.R. cue cards and review each part of the acronym. Read Read a sentence or paragraph Image Make a picture in your mind Describe Tell us about the picture you have made in your mind. Evaluate Check that you have all the information and it is accurate. Read On Keep reading and repeat the above steps.
<i>While Reading</i>	Teacher reads the first sentence and explicitly models how to use R.I.D.E.R. strategy and quickly sketches her image on the grid on the A4 paper following on from yesterday. "When I close my eyes I can see.... This is what it looks like...I will describe it for you. Do you think I have forgotten anything from the sentence?" Match the picture with the text. Highlight what is correct, what has been left out or what is incorrect and make adjustments. Have students close their eyes while the teacher reads the next sentence. Now ask them to draw a quick sketch in their grids. Each student is then asked to describe their drawing. Highlight what is correct, what has been left out or what is incorrect and make adjustments.
<i>After Reading</i>	The students are asked to reflect on what they have learnt. Invite them to share their thoughts. Focus on what has been helpful, what was not helpful and what else might be helpful. What was easier today? What is still difficult?

Lesson Three

Duration: 30-40 minutes.

Materials: R.I.D.E.R. cue cards, a grid on A4 paper, grey lead pencils

Text: I Won't Say Please! By Mij Kelly and Ruth Palmer.(Picture story book)

Session 3	Task Description
<i>Before Reading</i>	<p>Review what was covered yesterday. Ask students to recall what they remember about the story. Could they retell the story in the correct sequence? Did they use their own words or did they use some new vocabulary from the story? Did they use any of the target words? Did they use appropriate synonyms? Did they include adjectives to create memorable images? Introduce target words: annoyed, stormed and roared. Establish students understanding of these words e.g. Imagine a lion roaring and now a teacher/parent roaring. Discuss any experiences of either.</p>
Review the R.I.D.E.R. acronym	<p>Take note which parts of the acronym they can recall or what parts are difficult to remember. Check the sequence. Display the R.I.D.E.R. cue cards. Ask students to explain each part of the acronym.</p> <p>Read Read a sentence or paragraph Image Make a picture in your mind Describe Tell us about the picture you have made in your mind. Evaluate Check that you have all the information and it is accurate. Read On Keep reading and repeat the above steps.</p>
<i>While Reading</i>	<p>Teacher reads the next sentence and explicitly models the stages of the R.I.D.E.R. strategy, quickly sketching the image on the grid. "When I close my eyes I can see.... This is what it looks like...I will describe it for you. Do you think I have forgotten anything from the sentence?" Match the picture with the text. Highlight what is correct, what has been left out or what is incorrect and make adjustments.</p> <p>Have students close their eyes while the teacher reads the next sentence. Now ask them to draw a quick sketch in their grids with only grey lead pencils. Each student is then asked to describe their drawing as I modeled. Highlight what is correct, what has been left out or what is incorrect and make adjustments. Continue with the text.</p>
<i>After Reading</i>	<p>The students are asked to reflect on what they have learnt, and to share their thoughts and focus on what has been helpful, what was not helpful and what else might be helpful. Ask each of them to talk about how they think they are doing with the strategy.</p>

Lesson Four

Duration: 30-40 minutes.

Materials: R.I.D.E.R. bookmarks

Text: Everybody Feels..... Scared by Jane Bingham (Picture story book)

Session 4	Task Description
<i>Before Reading</i>	Review what was covered yesterday. Ask students to recall what they remember about the story. Could they retell the story in the correct sequence? Did they use their own words or did they use some new vocabulary from the story? Did they use any of the target words? Did they use appropriate synonyms? Did they include adjectives to create concise images?
Review R.I.D.E.R. acronym- starting to hand over responsibility	<p>Replace R.I.D.E.R. cue cards with bookmarks which they will bring to each session. Students to take over reviewing the acronym. This is preparing the students to take over the responsibility for internalizing the strategy.</p> <p>Read Read a sentence or paragraph</p> <p>Image Make a picture in your mind</p> <p>Describe Tell us about the picture you have made in your mind.</p> <p>Evaluate Check that you have all the information and it is accurate.</p> <p>Read On Keep reading and repeat the above steps.</p>
Introduce the text	<p>G.K.R. Teacher starts with sharing some times she has been scared and how she felt, what she did and then encourage the students to share their experiences.</p> <p>Introduce target words: shaky, recess, curl up.</p> <p>Establish students' understanding of these words.</p>
<i>While Reading- moving to paragraphs</i>	<p>Teacher reads the first paragraph and talks about her image. "When I close my eyes I can see.... This is what it looks like.... Do you think I have forgotten anything from the paragraph?" Match the picture with the text. Highlight what is correct, what has been left out or what is incorrect and make adjustments.</p> <p>Students close their eyes while the teacher reads the next paragraph. Now ask them to describe their image with only words. Highlight what is correct, what has been left out or what is incorrect and make adjustments. Continue with the text.</p>
<i>After Reading</i>	The students are asked to reflect on the difference between drawing their images and just describing them with words. Ask them to share their thoughts and focus on what was easy and what was difficult. Ask each of them to talk about this change with the strategy.

Lesson Five

Duration: 30-40 minutes.

Materials: R.I.D.E.R. bookmarks

Text: Everybody Feels....Scared by Jane Bingham (Picture story book)

Session 5	Task Description
<i>Before Reading</i>	Review what was covered yesterday. Ask students to recall what they remember about the story. Could they retell the story in the correct sequence? Did they use their own words or did they use some new vocabulary from the story? Did they use any of the target words? Did they use appropriate synonyms? Did they include adjectives/adverbs to create concise images? Introduce target words: vanished, comfort, usually. Establish students' understanding of these words. Use their experiences to get their knowledge ready.
R.I.D.E.R. acronym	Use R.I.D.E.R. bookmarks until students no longer feel they need to refer to them.
<i>While Reading</i>	Teacher reads the first paragraph and describes her image. "When I close my eyes I can see.... This is what it looks like...? Do you think I have forgotten anything from the paragraph?" Match the picture with the text. Highlight what is correct, what has been left out or what is incorrect and make adjustments. The teacher reads the next paragraph and asks them to share their picture with the person next to them. That person then checks with them what is correct, what has been left out or what is incorrect and helps them make adjustments. Continue with the text.
<i>After Reading</i>	Ask students to reflect on working with a partner. Were they able to evaluate each other's images? Ask each of them if they think they are remembering and understanding more of the stories they read.

Lesson Six

Duration: 30-40 minutes.

Materials: R.I.D.E.R. bookmarks

Text: Everybody Feels..... Scared by Jane Bingham (Picture story book)

Session 6	Task Description
<i>Before Reading</i>	Review what was covered yesterday. Ask students to recall what they remember about the story. Could they retell the story in the correct sequence? Did they use their own words or did they use some new vocabulary from the story? Did they use any of the target words? Did they use appropriate synonyms? Did they include adjectives to create accurate images?
Review R.I.D.E.R. acronym	Use R.I.D.E.R. bookmarks until students no longer feel they need to refer to them.
<i>While Reading</i>	Teacher reads the first sentence and explicitly models how to use R.I.D.E.R. strategy. “<i>When I close my eyes I can see.... This is what it looks like...I will describe it for you. Do you think I have forgotten anything from the sentence?</i>” Match the picture with the text. Highlight what is correct, what has been left out or what is incorrect and make adjustments. Each student is then asked to describe their image. Highlight what is correct, what has been left out or what is incorrect and make adjustments. Continue with the text.
<i>After Reading</i>	The students are asked to reflect on what they have learnt, and to share their thoughts and focus on what has been helpful, what was not helpful and what else might be helpful. Ask each of them to talk about how they think they are doing with the strategy.

Lesson Seven

Duration: 30-40 minutes.

Materials: R.I.D.E.R. cue cards

Text: The Gizmos' Trip by Paul Shipton, Rigby Level 17

Session 7	Task Description
<i>Before Reading</i>	Review what was covered yesterday. Ask students to recall what they remember about the story. Could they retell the story in the correct sequence? Did they use their own words or did they use some new vocabulary from the story? Did they use any of the target words? Did they use appropriate synonyms? Did they include adjectives/adverbs to explain their images?
Review R.I.D.E.R. acronym	Use R.I.D.E.R. bookmarks until students no longer feel they need to refer to them.
Introduce the text	Introduce "The Gizmo Trip". Explain what a teleporter is and ask students what they would do if they had one. Where would they go? What could go wrong if you had one of these? And so on. Introduce target words: invention, sighed and teleported. Establish students' understanding of these words.
<i>While Reading- further releasing of responsibility to the students.</i>	Students work in pairs and take turns to read paragraphs. They share what they see when they read and help each other to evaluate their images making adjustments where necessary.
<i>After Reading</i>	The teacher (as an observer) gives feedback to the students on helpful or not so helpful things they were doing during the session with their partners.

Lesson Eight

Duration: 30-40 minutes.

Materials: R.I.D.E.R. bookmarks

Text: The Gizmo Trip (used in Lesson Seven)

Session 8	Task Description
<i>Before Reading</i>	Review what was read yesterday. Students to recall what they remember about the story with a different partner.
R.I.D.E.R. acronym	Have R.I.D.E.R. bookmarks on the table and observe if any students still refer to them.
<i>While Reading</i>	Introduce target words: crackle, view and dessert. Establish students' understanding of these words. Students work in pairs and take turns to read paragraphs. They share what they see when they read and help each other to evaluate their images making adjustments where necessary.
<i>After Reading</i>	The teacher (as an observer) gives feedback to the students on helpful or not so helpful things they were doing during the session with their partners.

Lesson Nine

Duration: 30-40 minutes.

Materials: R.I.D.E.R. bookmarks

Text: The Gizmos' Party by Paul Shipton. Rigby Level 23

Session 9	Task Description
<i>Before Reading</i>	Review what was read yesterday. Students to recall what they remember about the story with a different partner.
R.I.D.E.R. acronym	Have R.I.D.E.R. bookmarks on the table and observe if any students still refer to them.
Introduce the text	G.K.R. Share stories about times when we have been embarrassed. Talk about times when as a child I was embarrassed particularly by my mother. How I wanted my parents to be cool like other parents seemed to be.
<i>While Reading</i>	Introduce target words: hologram, gadgets and hobbies. Establish students' understanding of these words. Students work in pairs and take turns to read paragraphs. They share what they see when they read and help each other to evaluate their images making adjustments where necessary.
<i>After Reading</i>	The students are asked to reflect on what they have learnt, and to share their thoughts and focus on what has been helpful, what was not helpful and what else might be helpful. Ask each of them to talk about how they think they are doing with the strategy.

Lesson Ten

Duration: 30-40 minutes.

Text: The Gizmos' Party (used in lesson 9)

Session 10	Task Description
<i>Before Reading</i>	Review what was read yesterday. Students to recall what they remember about the story with a different partner.
<i>While Reading</i>	Introduce target words: amazement, shocked and aliens. Students work in pairs and take turns to read paragraphs. They share what they see when they read and help each other to evaluate their images making adjustments where necessary.
<i>After Reading</i>	Ask students to swap feedback with the person they worked with today. Discuss the previous nine lessons. Do they think these lessons (the R.I.D.E.R. strategy) have been helpful in making them better readers? Do they now remember more and better understand what they read? If so can they explain what they do to remember and understand more? Do they think they will continue to use this strategy back in the classroom?