

Hypothesis:

Use of the R.I.D.E.R. strategy improves the spontaneous and cued retell of Year Three students

Materials

Texts

Assessment texts used were both narrative and were graded using Fry's Readability Scale (Fry, 1997). The word count ranged between 150 – 300 words. Illustrations featured more in the initial assessment text.

The intervention texts were also narrative and moved from big book form to small novels. As the sessions progressed, the number of illustrations reduced and those present were little support to the reader.

All texts fell within the participants' readability range.

Running Records

Running records were taken for the baseline texts and the post-intervention texts. This highlighted any difficulty that may have occurred with the decoding of the words within the text and illuminated areas where misconceptions may have arisen in the retell. (For example, in the baseline testing the word 'dinghy' was used. Both participants struggled to decode it and neither used it in their retell. Participant became confused when referring to both boats. This did not occur in the post-test.)

Oral Retell Record Sheet

'A Framework for recording a reader's retelling performance' developed by Dr John Munro (2003) was used to record and analyse both the spontaneous and cued oral retell.

Reading Questionnaire

Each participant completed a questionnaire, which allowed them to rate their reading behaviours and attitudes. This questionnaire was designed by Dr John Munro (2003).

R.I.D.E.R. Prompt Sheet

The steps involved in the R.I.D.E.R. strategy were printed on a sheet. The participants were able to draw their own pictures as prompts for each step or use the group devised prompts.

Dictaphone

A dictaphone was used to record the spontaneous and cued retell in some sessions.

Procedure

The students were withdrawn together for approximately 30 minutes each session. The sessions were not conducted at the same time each day due to timetabling constraints. They occurred approximately twice a week.

Prior to the intervention strategy commencing the baseline data was collected. It was established after each participant read an excerpt from 2 texts. The first was based on a text called *Summer Storm*, which has very supportive illustrations. The second was based on a text called *Nellie's Log*, which has only a few illustrations throughout and these focus on only one of the events that are described on the page they are located. This data was used to indicate the degree to which the intervention strategy has impacted of the participants' ability to retell the ideas contained in a narrative text.

Each participant also completed a questionnaire (Munro, 2003) that allowed them to identify perceived strengths and weaknesses in reading and explain their reasons. Both identified that they were not satisfied with their performance in remembering parts of a story. This gave a context for teaching the R.I.D.E.R. strategy.

Brief of the Procedure

1. The two participants in the study were withdrawn and the details of the study were explained. Time was spent ensuring that each child understood and felt comfortable with the process.
2. Baseline data was established for each child over two sessions. These were conducted individually. Each child read the same section of the text and gave an oral retell. A running record was taken to ensure that the text was appropriate. Cued questions were used to assist them in elaborating on what they had understood from the text. This element involved 'who, what happened, when, why' type questions.
3. Two sessions were spent explaining and modelling the strategy. A shared reading procedure was used. These sessions were used to establish rapport and ensure the environment was supportive of their needs.
4. The intervention sessions followed a similar format, in that they each commenced with a recap of the stages of the R.I.D.E.R. strategy. The initial sessions involved teacher modelling prior to each student using the strategy. Sessions 4, 6 and 8 began with a recap of the part of the story read in the previous session. Each participant gave an oral retell of the section of the text they had read. This was then followed by cued questions by the teacher (the nature of which depended on the content given in the spontaneous retell). Their retell was recorded.
5. The level of teacher support, modelling and shared reading reduced throughout the intervention process.
6. The post-testing followed a similar format to the baseline testing. Each session began with a recap of the story the part of the story they had read in the baseline testing sessions. A brief explanation of the R.I.D.E.R. strategy was given. Each child then continued to read the next part of the story. Their spontaneous and cued retell was recorded.

TEACHING STRATEGIES

The intervention element of the study was implemented over a 5-week period. The sessions were conducted approximately twice a week. The sessions were of 30-minute

duration. The major aim of the sessions was to improve the students' ability to recall information they had read through the use of visual imagery and verbal rehearsal. The outcomes for the students included:

- Better processing of text due to breaking it into smaller parts
- Some use of the visual imagery
- Use of verbal rehearsal or restating skills
- Immediate feedback due to the small group
- Greater confidence in their own reading ability
- Improved perception of themselves as readers

As a result of these outcomes detail included in the oral retell – both spontaneous and cued increased for each student.

The teaching unit focused on the sentence and conceptual level. Both students had sound decoding skills but had difficulty processing what they had read. The R.I.D.E.R. strategy taught the students self-management strategies.

The lessons followed a basic format where the emphasis shifted according to the stage of the intervention. In the early sessions, greater time was spent in gaining the students' confidence and in learning about the strategy. As the sessions progressed the amount of teacher support was reduced and the students took on more responsibility in the use of the R.I.D.E.R. strategy.

The basic format for each session included:

- Greeting time
- Revision of the steps in the R.I.D.E.R. strategy
- Discussion regarding the steps and how they help you as you read
- Recap of the content (when continuing the story from the previous session)
- Modelled or shared use of the story
- Use of the strategy by each individual student (whilst one student read, the other could support). The order changed each session
- An oral retell by each student
- Cued question time to elicit further information

Modelled reading

This was utilised more in the initial sessions. The researcher read a small section of the text and then talked about the images that she formed. These images were modified to accommodate new information that was read. The thinking involved in each of the steps was described.

Shared reading

Here the text was read jointly and each member of the group was able to describe the images they made as they read. The differences were discussed and modifications to the images were made. When difficulties making images arose, the verbal rehearsal component was emphasised.

Explanation of each of the steps within the R.I.D.E.R. strategy

Read

Imagine – this was likened to making a movie in your head to show the things that had been read. The idea of rewinding and replaying was discussed. A picture of a TV was used to represent the image created

Describe – this was where the students were encouraged to close their eyes and describe the picture they had made in their minds. When they experienced difficulty with making an image, they were asked to describe what they remember about what they had read.

Evaluate – the students were encouraged to check if their images or descriptions made sense in light of what they had read before.

Repeat

Prompt sheet

The steps in the strategy were recorded on a sheet. In the modelling sessions, the students were asked to help create pictures that could act as prompts for each of the steps. This sheet has been included in the Appendix.

BASELINE TESTING

This was conducted individually with each of the participants. The format for the testing sessions was identical for each participant. The student was welcomed and made to feel comfortable. The purpose of the session was explained and any questions answered. The text was briefly oriented, in that the title was read and predictions about the content were made. Each participant then read the designated amount of text. The session concluded with the student giving an oral retell of the text. After the spontaneous retelling, questions were used to elicit further information the student had gained from the text.

Two texts were used in gathering the baseline data. Both were levelled using Fry's readability scale and were age appropriate.

Text 1: Summer Storm

Author: Anne Boyd

The layout of this book has small amounts of text per page and large supportive illustrations.

Text 2: Nellie's Log

Author: Fia Clendinnen

This is a story in a children's magazine. This meant that there are large amounts of text and very few illustrations.

Each participant completed the 'Questionnaire – Reading Behaviours and Attitudes' designed by Dr John Munro which required them to nominate, using one of three different faces, how they rated their performance/ability in a variety of reading skills or behaviours. This gave an indication of the students' beliefs about themselves as readers.

Session 1

This session was devoted to the introduction and modelling of the R.I.D.E.R. strategy. A familiar big book, *Silly Willy* by Anne Hanzl, was used to demonstrate the steps within

the R.I.D.E.R. strategy. A handout with the steps outlined was given to each participant. Each step was explained.

Session 2

This session involved the modelling of the strategy using a familiar big book. *The Great Fruit Gum Robbery* was used. A shared reading approach was used with each participant encouraged to imagine and describe, both steps in the R.I.D.E.R. strategy.

Lesson 1

Text: *A Frog who would be King*

Author: Kate Walker

Type: Narrative; familiar big book; small amount of text with supportive illustrations. Shared reading of the first chapter with joint use of the R.I.D.E.R. strategy. Shared reading, using the strategy, of the next 2 chapters with each participant being responsible for the retelling of a designated section. Each retelling was recorded and analysed.

Lesson 2

Text: *Felix and Alexander*

Author: Terry Denton

Type: Narrative; familiar big book; small amount of text with supportive illustrations. Shared reading of the first chapter with joint use of the R.I.D.E.R. strategy. Shared reading, using the strategy, of the next 2 chapters with each participant being responsible for the retelling of a designated section. Each retelling was recorded and analysed.

Lesson 3

Text: *The Rock Band*

Author: Tracey Reeder

Type: Narrative; small novel which is part of the Foundations Series called Take Two; amount of text per page varies; illustrations throughout but these do not capture all the ideas presented.

Shared reading of the first chapter with joint use of the R.I.D.E.R. strategy. Each individual then used the strategy to read a given section of the next chapter and then retold that section. This was recorded, as was their response to any questions.

Lesson 4

Text: *The Rock Band*

Author: Tracey Reeder

Type: Narrative; small novel which is part of the Foundations Series called Take Two; amount of text per page varies; illustrations throughout but these do not capture all the ideas presented.

Each participant contributed to recalling the content of the text read so far. They were encouraged to use imagery to recall.

Each individual then used the strategy to read a given section of the next chapter and then retold that section. This was recorded, as was their response to any questions.

Lesson 5

Text: *Careers-Day Surprise*

Author: Alexandra Boow

Type: Narrative; small novel which is part of the Foundations Series called Take Two; amount of text per page varies; illustrations throughout but these do not capture all the ideas presented.

Shared reading of the first chapter with joint use of the R.I.D.E.R. strategy. Each individual then used the strategy to read a given section of the next chapter and then retold that section. This was recorded, as was their response to any questions.

Lesson 6

Text: *Careers-Day Surprise*

Author: Alexandra Boow

Type: Narrative; small novel which is part of the Foundations Series called Take Two; amount of text per page varies; illustrations throughout but these do not capture all the ideas presented.

Each participant contributed to recalling the content of the text read so far. They were encouraged to use imagery to recall.

Each individual then used the strategy to read a given section of the next chapter and then retold that section. This was recorded, as was their response to any questions.

Lesson 7

Text: *Why Pick Me?*

Author: Pat Edwards

Type: Narrative; small novel from the Popcorn Series; a page of text followed by an illustration, which does not capture all the ideas.

Shared reading of the first chapter with joint use of the R.I.D.E.R. strategy. Each individual then used the strategy to read a given section of the next chapter and then retold that section. This was recorded, as was their response to any questions.

Lesson 8

Text: *Why Pick Me?*

Author: Pat Edwards

Type: Narrative; small novel from the Popcorn Series; a page of text followed by an illustration, which does not capture all the ideas.

Each participant contributed to recalling the content of the text read so far. They were encouraged to use imagery to recall.

Each individual then used the strategy to read a given section of the next chapter and then retold that section. This was recorded, as was their response to any questions.

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