

Hypothesis:

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

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 THREE
Prompt Cue Cards for Retelling

Who ?

What ?

Where ?

When ?

How ?

Why ?

Theme ?

Feelings ?

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