

# **Shared Reading Intervention**



## Shared Reading Intervention - Introduction

The informal assessment of our fictional student Daniel's oral narrative retell and inferential comprehension in chapter 2 revealed that Daniel has difficulty with aspects of oral and written language, particularly semantic word use and inference ability. Semantic word knowledge and inferential comprehension have thus been chosen as appropriate targets for language intervention.

This chapter details shared reading contextualized language intervention with examples of the clinician shaping and helping to construct Daniel's responses. The goal of intervention is to promote Daniel's understanding of the text and model and influence his verbal responses. Intervention is focused on unlocking *Guff's Journey* deeper themes and to stimulate more complex expressive language from Daniel.

As stated in the introductory pages, shared reading is a powerful means of utilizing the context of a familiar story to prompt students to think about language on a metalinguistic or conscious level. This clinician-directed intervention method ultimately improves students' comprehension of text and teaches and promotes a conscious and close reading of complex stories.

### Shared Reading Intervention – *Guff's Journey*

**Objectives:** The clinician's goals include assisting Daniel to manage some of the complexities of the *Guff's Journey* story, develop effective comprehension strategies using graphic organizers and increase his expressive vocabulary. The clinician will use metalinguistic awareness to facilitate Daniel's understanding of the text.

**Learning Approach:** Communicative Reading Strategies and scaffolded language stimulation.

**Materials:** Guff's Journey story, graphic organizer worksheets, dictionary, thesaurus, small portable whiteboard, markers

**Rating System:** Semantic Word Knowledge rating chart and Inference Knowledge chart

## Shared Reading Session - Introduction

For this session the clinician has targeted a passage close to the beginning of the *Guff's Journey* story. Daniel had some initial difficulty on his first reading of this particular passage with several words and concepts proving to be challenging. Several of the words that Daniel had specific difficulty with have been highlighted, while the sentences and phrases italicized are targets for inferential comprehension.

### Passage from *Guff's Journey* Story

'Guff sensed something enormous shadow him. He felt the **rhythmic** crunch of its legs **impact** the ground just behind him, its breath a series of loud bursts. Soon it would crush him. Guff's chest was a **torment** from fatigue as he strained to keep running. In his panic, Guff failed to see that the ground had suddenly vanished from under him. He shrieked and fell into blackness down a steep hill.' (Excerpt from Scene 2, *Guff's Journey*)

### Shared Reading – Vocabulary Intervention

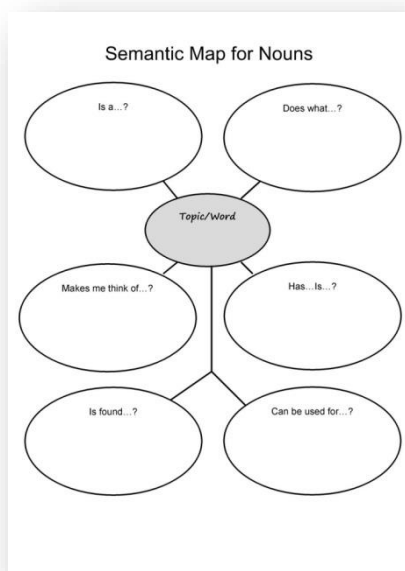
The clinician has previously worked with Daniel on the **Prestory Background** section in chapter 4. Thus before the session begins, Daniel has a basic knowledge of Guff as a character and a rudimentary understanding of the world that Guff inhabits. The clinician sits across from Daniel and begins the session by reading through the target passage once more with Daniel. The target words are highlighted. The target words for the session are *torment*, *rhythmic*, and *impact*. The target words are typically words that a student may have had exposure to from other text, but not necessarily understand their meaning. The words *torment*, *rhythmic* and *torment* will need to be taught explicitly using the context of the story to scaffold their meaning. The clinician has several copies of Semantic Maps for Nouns and Vocabulary Maps printed for the word learning session.

**Clinician:** ‘Some of the words from this passage are a little tricky. I would like to explore them in more detail.’

The clinician places the **Semantic Map for Nouns** before the student. The clinician writes the word *torment* into the dark shaded word/topic box.

**Clinician:** ‘It says here that Guff ran and that he ran even though his chest was a *torment*. What do you think the word *torment* means in this context? Are you familiar with the word *torment*?’

**Daniel:** ‘I’m not sure. I don’t know what it means.’



**Clinician:** ‘When I find a word in books I don’t know I usually look up the word in a dictionary. Let’s look up the word *torment* in the dictionary.’

Daniel looks up the word in the dictionary using the **dictionary guide** which provides a helpful structure for Daniel to quicken the search for the word *torment*. Daniel is encouraged by the clinician to read the definition.

**Daniel:** ‘**Torment** is something which causes mental or physical pain.’

**Clinician:** ‘That’s right. It says in the text that Guff’s chest is a **torment**. Do you think he might be in pain as he runs?’

**Daniel:** ‘Yes.’

**Clinician:** ‘Yes I believe he is in some pain. His legs are also cramping. You may have run a lot while playing sport and found it hard to breathe or your legs become really sore from running.’

The clinician uses a number of shared reading strategies to extend Daniel's understanding of the word *torment* within the context of the *Guff's Journey* story using **extension, generalization and association**.

**Clinician:** 'Guff's chest was a **torment** as he ran which tells us that his heart and lungs must have been straining. So he certainly felt the physical **torment** of running, but we can also infer that he must have felt the emotional **torment** as well. Imagine having a massive animal chasing you. Also, Guff is separated from his father and tribe. It must be terrifying for Guff, both here in this scene and later in the rest of the story. Remember, **torment** relates to both physical and mental pain.'

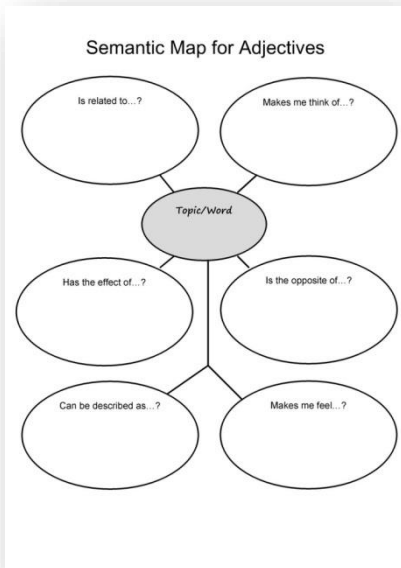
Daniel is then encouraged by the clinician to fill in the **Semantic Map for Nouns** worksheet for the word *torment*. With some scaffolding provided, Daniel completes the semantic map. Note that not every box is applicable to the word *torment*.

- **Does what...** *Not applicable*
- **Has...Is...** Is a form of physical or emotional pain
- **Can be used to...** *Not applicable*
- **Is found...** In this context *torment* relates to Guff's chest and breathing pain and fatigue
- **Makes me think of...** Times when I've been exhausted while running
- **Is related to...** Discomfort, fatigue, exhaustion

The clinician provides a quick summary of the meaning of the word *torment* in the context of the target passage before moving to the next target word, *impact*.

**Clinician:** 'We've learnt so far that *torment* relates to physical pain and emotional pain. Guff must feel a lot of pain in his chest because he is running so fast, which must be exhausting for Guff. We both know how it feels to have trouble being out of breath after we've run in a race. I want to now explore two other words from this passage, *rhythmic* and *impact*. We'll start with the word *impact*.'

The clinician introduces the next target word, *impact*. Note that *impact* in the context of the story is a verb. The **Semantic Map for Adjectives** can be used to explore adjectives as well as some verbs.



The clinician places the **Semantic Map for Adjectives** before the student. The clinician writes the word *impact* into the dark shaded word/topic box.

**Clinician:** ‘This is a semantic map for adjectives, but *impact* is not an adjective; it is in fact a verb. The word *impact* can also be a noun. In our story it states that *the crunch of its legs impact the ground*. The legs *impact* the ground. *Impact* is a verb in the context of this passage. Do you know what *impact* means?’

**Daniel:** ‘No.’

**Clinician:** ‘The same as we did before with the word *torment*, let’s search for *impact* in the dictionary.’

Daniel once again uses the dictionary and **dictionary guide** to search for the word *impact*. Daniel is encouraged by the clinician to read the definition.

**Daniel:** ‘If you *impact* something you drive it into the ground with considerable force.’

**Clinician:** ‘What do you think is driving into the ground with great force just behind Guff as he runs. Use the picture to help you if needed.’

**Daniel:** ‘The mammoth’s legs?’

**Clinician:** ‘I agree. The mammoth is just behind Guff as he runs for his life. The mammoth’s legs strike the ground with such force that they *impact* the ground. **Impact** refers to considerable force or lots of force. Why do you think the mammoth’s legs **impact**?’

**Daniel:** ‘Because the mammoth has big legs and it’s heavy.’

The clinician uses communicative reading strategies once again to extend Daniel’s understanding of the target word, *impact*. The clinician uses **extension**, **paraphrasing** and **semantic cues**.

**Clinician:** ‘Yes, that’s right. Well done. A mammoth, especially the bull mammoth, is a huge and very heavy animal and his legs *impact* on the ground just behind Guff due to the animal’s massive size. The thing that followed Guff as being as big as a mountain. It surely must have felt like that to Guff to be pursued by such a massive animal.’

Daniel is then encouraged by the clinician to fill in the **Semantic Map for Adjectives** worksheet for the word *impact*. With some scaffolding provided, Daniel completes the semantic map. Note that not every box is applicable for the word *impact*.

- **Makes me think of...** heavy, pounding, crunch
- **Is the opposite of...** stillness, quiet
- **Makes me feel...** scared for Guff
- **Can be described as...** heavy sound
- **Has the effect of...** crushing, pounding
- **Is related to...** crunching, pounding, heavy

As before with the word *torment*, the clinician provides a quick summary of the meaning of the word *impact* in the context of the target passage.

**Clinician:** ‘We’ve learnt that *torment* relates to physical and emotional pain. Guff must feel a lot of physical pain in his chest because he is running so fast which must be exhausting. We know how it feels to have trouble breathing when we’ve run in a race. We have also learnt that *impact* can be a verb and is something which drives into the ground with considerable force. The mammoth’s legs are so massive and heavy that the impact of its legs striking the ground would be quite powerful.’

The clinician next places a copy of the **Semantic Map for Adjectives** before the student. The clinician prepares to move attention on to the final word to be discussed for this session, the word *rhythmic*.



Once again, the clinician uses shared reading strategies to broaden and develop Daniel's understanding of the target word, *rhythmic*. The clinician uses **extension**, **generalization** and **paraphrasing** and completes the session with a **summarization**. The clinician initially prompts Daniel to look up the word *rhythmic* in the dictionary. Daniel does require some assistance due to the complexity of the dictionary definition.

Dictionary definitions of words do not always provide a user-friendly representation of a word's meaning written as they are in such formal language. However, definitions do provide a useful starting point for clinician-directed discussion on the word's meaning within a particular context.

**Daniel:** '*Rhythmic* means something which recurs with measured regularity.'

**Clinician:** 'Yes, so the dictionary definition mentions regular and measured. That reminds me of our heart. You see the heart is always regular and measured. Heart beats are always the same beat, always regular and always measured. Same as when we walk. Our walking is regular and measured. It's always the same: one measured step in front of the other. In the text it states, *Guff felt the rhythmic crunch of its legs impact the ground behind him. So we can infer that the mammoth's steps were the same in that they were rhythmic, measured and regular. So in this context the rhythmic crunch of the mammoth's legs striking the earth would have sounded like crunch... crunch...crunch...crunch with the exact same amount of time between each crunch. We know this because the crunches were described as rhythmic and we know that rhythmic indicates a regular and measured beat or time.'*

Daniel is then encouraged by the clinician to fill in the **Semantic Map for Adjectives** worksheet for the word *rhythmic*. With some scaffolding provided, Daniel completes the semantic map. Note that not every box is applicable to the word *rhythmic*.

- **Makes me think of...** regular, steady, measured
- **Is the opposite of...** irregular, unsteady
- **Makes me feel...** the same beat, like a beating heart
- **Can be described as...** always the same, steady
- **Has the effect of...** same rhythm, like a metronome
- **Is related to...** ticking clock, steady walk, beating heart

The clinician completes the vocabulary intervention session by **summarizing** the words that were covered in the session, once again placing the words in the context of the *Guff's Journey* story.

**Clinician:** 'Today we have covered three words and learnt about the meaning of the words within the context of the *Guff's Journey* story. The words we have learnt are *torment*, *impact* and *rhythmic*. We learnt that *torment* is related to pain or exhaustion, *impact* is a verb that means to drive into the ground with great force and *rhythmic* is a regular and measured beat.

### Using the Vocabulary Rating Chart

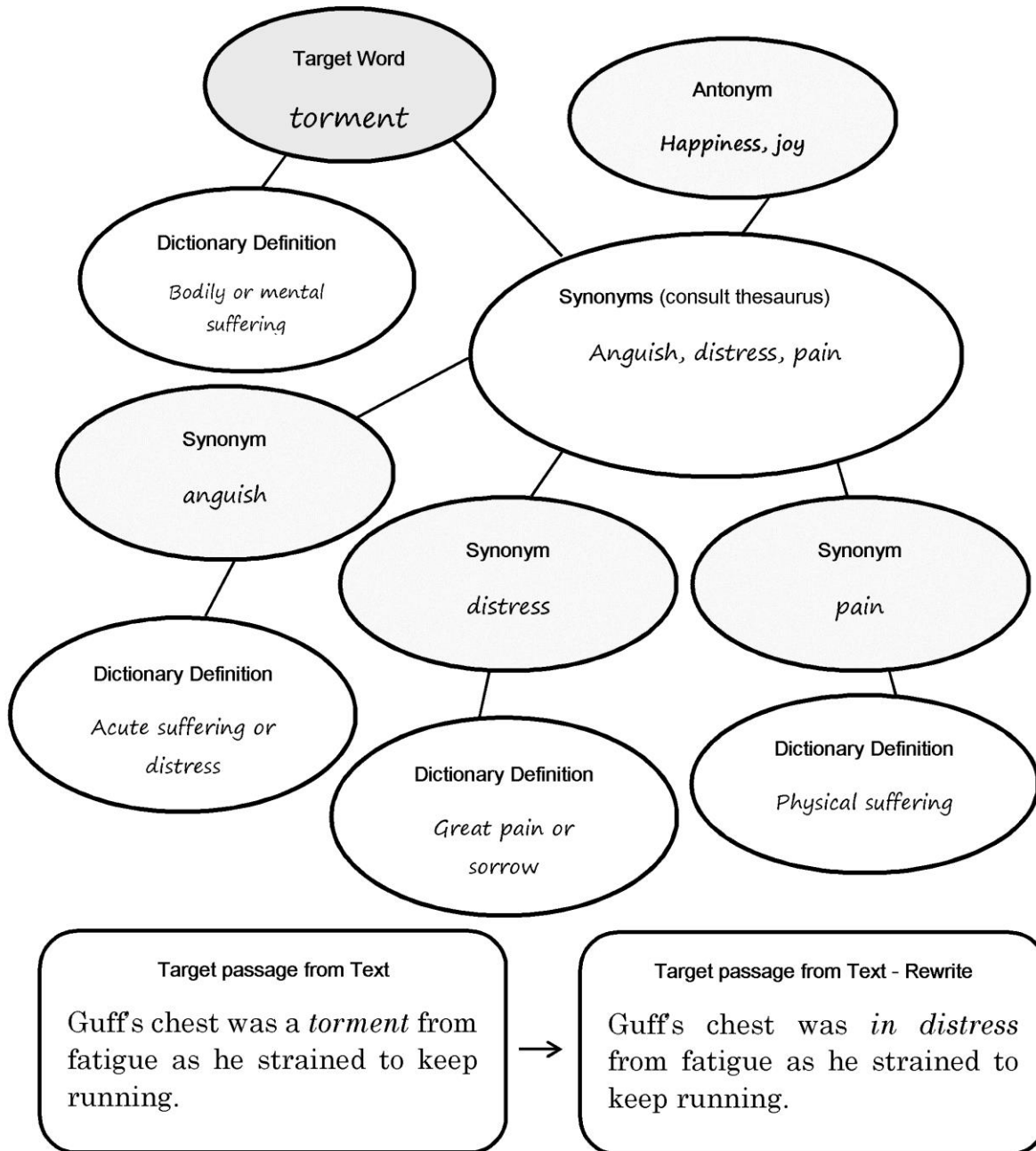
The clinician writes the three words into the rating chart boxes. The clinician assigns each word a score of 1 due to Daniel having had only an initial exposure to the three words. The words will need to be taught again several times before true mastery of the words is achieved.

Vocabulary Knowledge Rating Chart			
The rating chart measures a student's understanding of a target concept. The rating system is subjective in manner but provides a convenient and relatively accurate measure of a student's competence with a newly learnt concept or word.			
Score	Description		
Score the student's response/s, as best can be determined, in the appropriate column	<ul style="list-style-type: none"> <li>0. The student has no real understanding of the target word or concept.</li> <li>1. The student has some understanding of the target word or concept, but has trouble describing it or writing it.</li> <li>2. The student has good knowledge of the target word or concept and can describe it and write it well when prompted.</li> <li>3. The student has very good understanding of the target word or concept and uses it correctly in context, written and verbal.</li> </ul>		
	Word/Concept	Word/Concept	Word/Concept
	<i>torment</i>	<i>impact</i>	<i>rhythmic</i>
Date 17/09/2015	Score <i>1</i>	Score <i>1</i>	Score <i>1</i>

### Vocabulary Map Completion – Additional Activity Option

The clinician completed a vocabulary map with the student to focus more attention on a single word. In this case the word *torment* was selected for further discussion and exploration and the circular boxes completed.

### Vocabulary Map



## Suggested Target Words for Vocabulary Intervention

Below is the *Guff's Journey* text and some suggested words to target for vocabulary intervention. The wordlist, though not exhaustive, provides a starting point for selection of words to begin vocabulary intervention. The suggested high utility words are highlighted in grey.

### Scene 1

The dry grass pressed fierce into Guff's legs as he lay in the dirt, but he did not complain. Guff was on his first hunt with the **elders** and he needed to be quiet as a field mouse. Above the hunters **loomed** a **mighty** bull muloth, its tusks curved and **lethal**. Sweat beaded Guff's forehead though the day was cold. Guff's father, Utha, anxious for Guff, searched his eyes and then smiled. Utha's arm muscles were **tense** and **corded** as if carved from oak. He lay flat beside other men of the tribe a short spear toss from Guff. Between the tribe's spears and fat calves was the bull.

Guff's heart flipped like a fish when the bull mammoth suddenly **stomped** close to where he lay. The **brute** had located a rich **cluster** of long grass that unhappily was just above Guff's head. The snort of the giant's breath **rippled** Guff's hair, while the stink of its shaggy **mane** filled his **nostrils**. The muloth tore out chunks of grass and crushed it in its jaws. Another mouthful and Guff's cover would be gone. Guff's hands trembled as he gripped his stone-tipped spear. He could not breathe well. This was happening too fast. His heart thumped like a leather drum beaten with a stick. The pounding was so loud in Guff's ears that he was certain the bull would hear.

### Scene 2

What happened next were **swift**, **fleeting** actions and **blasts** of noise - men shouting and the **furious** **peal** and roar of the muloths. Spears **buzzed** through the air like insects. Guff stood though had no memory of getting to his feet. Something big hit him in the side and he **soared** through the air, **weightless**. The next **instant** the air was ripped from his chest when he struck the hard dirt. The big sky **whirled**. He could hear Utha above the **confusion**, **howling**, '*Guff, Guff*'. He tried to call to his father but his mouth failed to form the words. Guff scrambled to his feet as blood **surged** to his head. His thoughts were **jumbled**, so he ran. His father and tribe were gone, **scattered**. Guff sensed something **enormous** **shadow** him. He felt the **rhythmic** **crunch** of its hooves **impact** the ground just behind him, its breath a series of loud **bursts**. Soon it would crush him. Guff's chest was a **torment** from **fatigue** as he strained to keep running. In his panic, Guff failed to see that the ground had suddenly **vanished** from under him. He **shrieked** and fell into blackness down a steep hill.

Much later, Guff slowly opened his eyes and winced. Sunlight trickled in. His thoughts were murky. He could make out shadows and shapes and saw that the sun was about to leave the

big sky. The mammoth was gone. The half-light before dark **crept** with long fingers across the land. Guff's fogginess cleared. He saw for the first time that he lay in a ditch. His back ached but he could move his limbs. His spear lay beside him, undamaged. Guff's stone blade, wrapped in its leather pouch, was still attached to his leggings. His father would be pleased. He slowly poked his head above the ditch. He was in a deep **ravine**. Mountains **rose** sharp and **pitiless** on all sides. In the half-light, the peaks were cold, **vast** and glowing. The last **wisps** of gold and warmth **clung** to the tops of the **harsh** crests. Too soon, the threads of light **faded** to nothing and the evening **gloom** deepened. Guff was alone in the dark for the first time in his life.

### Scene 3

Guff **huddled** and shivered beneath the great night **orb**. His father's words bounced in his head. *"If lost at night. Make no sound. Be not seen nor heard."* Guff was indeed lost. The search for his tribe would begin with first light, but first he had to survive the night. Guff wrapped himself in his furs but the cold defeated him. He stayed awake through the long dark, fearful of making the smallest sound as night animals hunted. He prayed silently to his **ancestors** while his ears **strained** for sounds of great beasts; the **throaty** **snort** of the great bear, the **piercing** roar of the monster with teeth like long blades.

The dawn found Guff with his head buried within his cloak, ice in his hair. Short puffs of mist escaped from his mouth. When the sun rose above the sharp peaks, Guff felt joy. Despite his aching back, he had **faith** that he would find his father today. Guff lifted himself from the ditch and walked to the river at the bottom of the ravine. He **scooped** water in his hands and drank for a long time. He was terribly thirsty and the water was cold and delicious. Guff could feel strength return, the panic of the **previous** day wash away. He gripped his spear and began to trot across large flat stones that warmed in the morning sun. Guff's father had said that when lost, a river could lead you home. Guff's people could be camped on the banks of this river.

### Scene 4

Guff followed the **curve** of the river. His leg throbbed which slowed his pace as he watched for beasts that may be at the water's edge. Apart from a few otters, with eyes like black pebbles, Guff saw nothing. Later that morning, Guff climbed to the top of a cliff that blocked his path and saw much that frightened him. Mountains stretched out to a **vast** distance, all the way to the big sky. Guff felt like an ant standing upon a newly **cured** and stretched skin of a muloth. Guff climbed back down into the ravine and once again followed the snake-like river. He trotted along the river's edge until the mist had left the **valley**. The sun was directly above Guff when he reached the **shore** of a large lake. He hoped that the river continued again further down. The lake's **surface** was **calm**. Mountain peaks **reflected** in the lake's icy water and a thin **vapor** **whispered** up from the water's surface. The sight of the lake was **soothing**. Guff's breath was **ragged** from **fatigue** and his injured leg throbbed. He was hungry and had not eaten for days.

Guff felt he needed to keep moving but he was also very tired. He sat near the lake's surface to rest. His eyes scanned the banks of the lake for movement, but the area was quiet. No bears, no big cats. Near to where Guff rested, were the bones of an elk. It had lain there a long time for the bones were clean and bleached white. Guff lay his head upon a flat stone and closed his eyes.

### Scene 5

Guff awoke to the sound of tiny splashes, like flat stones skipped across water. He tracked the sound and glimpsed darting fish breach the lake's surface to feed on insects. Guff needed a fishing spear, a water spear. He walked slowly to the elk bones; nursing his sore leg. Guff picked out rib bones. These he honed and carved with his blade so that both ends were sharp. Guff cut the bindings of his spear and removed the stone spear tip. He cut new notches into the spear's shaft and attached the newly sculpted rib bones to the wood. Guff then shaped and slotted the bones neatly into the grooves and bound the bones with twine. The spear now featured spikes of sharp bone.

Guff stepped into the bitterly cold water and raised his spear. He balanced and waited, careful not to move. The water nipped his legs, like sharp teeth piercing his skin. He could not stand in this water for long. Guff scanned the surface of the lake for movement. Suddenly, a hint of fin stabbed the surface close to where he stood. Guff launched the spear. Guided by luck, mostly, and some skill it sliced into the flesh of a fish the size of his forearm. Guff hauled the fish into the air and droplets of water sprinkled in his hair. He whooped with excitement and flicked the spear. The fish landed flapping on big stones near the water's edge, its scales glistening in the sun. Guff was relieved to haul his legs from the frigid water. His teeth chattered as he struck the fish's head with a rock. He then removed its scales with his blade. By the time Guff had finished preparing the fish, the sun was low in the sky and the shadows were long. He would travel no further today. Guff did not wish to sleep huddled in the cold this night chewing raw fish. He knew the dangers, but he would cook the fish.

### Scene 6

Guff gathered leaves, bark and branches from the base of an old tree. He possessed a dark stone that hung safe from his neck, stuck to leather twine by pitch. The stone was sharp and shaped like a leaf. The stone's value was greater than his spear or blade; the stone made fire. Guff selected a flat rock and placed dried grass on it. He struck the rock with the dark stone. The stone struck at an angle so that sparks landed in the tufts of dry grass. After some effort, a wisp of smoke appeared. Guff blew on the twist of smoke until a flame stretched and curled. Excited, he layered more grass and thin strips of bark on the tiny flame until it grew. Guff skewered the fish onto a sharpened stick and wrapped it in green leaves from a nearby water plant. He then roasted the fish over the flames. Its aroma made his stomach rumble. Guff removed the fish from the flames, unwrapped the now blackened leaves and picked the flesh from the fish's bones. The flesh was hot and singed Guff's fingers, but it was delicious - charred on the outside, sweet in the middle.

Guff finished eating and threw a large branch on the fire. He watched sleepily as sparks and smoke climbed into the twilight air.

### Scene 7

A shadow loomed. Guff could only sense the shadow's dark outline he felt a spike of pure fear that pierced his heart. The beast prowled slowly, sniffing the air, tracing Guff's scent through the smoke. The creature's head took shape beyond the shroud of smoke. The beast opened its jaws to reveal terrible long teeth. Guff felt the blood drain from his face. Here was death, a short stone toss from where he sat. If Guff moved too quickly, the beast would see him instantly. Guff never took his eyes off the monster as he slowly sorted his limbs and silently prepared his spear. Guff realized to his dismay that the spear was now only useful for stabbing fish.

Guff's only chance was to reach the old tree. He gave a short prayer to his ancestors and leapt to his feet. Guff then threw the spear at the beast with all his strength. The spear flew true and struck the side of the great cat, just below its shoulder. The force caused the bones bound to the spear to break and scatter like a dandelion seed in a gust of wind. The spear failed to pierce the beast's thick hide. But for a moment, the big cat was off balance. It snarled. Its ears flat against its head. It saw Guff and its yellow eyes narrowed, its muscles tensing. The beast roared and leapt.

Guff lunged for the tree. In a few strides, he reached the base of the tree. He grasped blindly at the branches above his head. Guff's fingers gripped thick bark and he frantically pulled himself up. An instant later, the tree shuddered as the heavy animal slammed into it. But Guff was just out of reach and the beast could only bellow in frustration. It lurked at the tree's base and stared up at Guff with its fierce eyes.

In the distance, Guff could hear voices, his name called. His name, the most beautiful sound in the world. Startled, the big cat bounded away. Guff looked down through the branches and saw his father and other men from their tribe sprinting to the tree. They had been tracking Guff and had seen the smoke from his fire. A wave of emotion like clear water washed through Guff. He climbed down from the tree and was embraced by his father.

