

# Text-based Intervention – Shared Strategic Reading

## Association

This technique creates links between an idea and/or sentence currently being read and information that has previously been read. Association helps the reader make links between different passages, which helps in understanding story cohesion and sequence.

**Example: Clinician:** *'The sky was angry and bruised, which is perhaps what the sky might look like in a storm.'* (Links to first sentence in passage)

## Acknowledgement

Acknowledgement is a technique that the clinician uses to confirm to the reader that what they have read has been understood by both reader and facilitator. It is used to demonstrate that reading is a natural part of communication.

**Example: (Student reads text)** 'The storm tossed the tiny boat on the seas as if it were a matchstick.' **Clinician:** 'Wow, the storm must have been fierce if the boat seemed to be as little as a matchstick.'

Passage from Text: 'The storm tossed the tiny boat on the seas as if it were a matchstick. The sun shone for a moment, but its warming rays were quickly engulfed by the angry and bruised sky.'

## Semantic Cue

A semantic cue is useful when a student has difficulty recognizing a word or is confronted with a new word they find difficult to decode. Use a dictionary to find the word's meaning and a thesaurus to find the synonym.

**Example: Clinician:** *'The word "engulf" means to be swallowed up or overwhelmed.' I think that's a clever way of describing the scene. Let's have a look at the dictionary...'*

## Choice or Contrast Questions

Give choice and contrast questions if a student has difficulty understanding the meaning of a particular word or passage. Give the student some choices to think with and some contrast within those choices.

**Example: Clinician:** *The waves made the boat seem as if it were the size of a matchstick. Were the waves very large or quite small?'*

## Shared Strategic Reading

Shared reading is designed to make the reading experience a **meaning-making** event.

(DeKemel, 2003)

## Cloze Procedure

Cloze procedures are a highly useful tool that uses story context to assist a student to identify a word they find difficult to decode. The student is required to fill in the blank or gap in a sentence.

**Example: Clinician:** The sun... for a moment.  
**Student:** The sun...**shone**...for a moment

## Cloze Procedure with Phonemic Cue

**Example: Clinician:** 'The sun /sh/ ... for a moment.'  
**Student:** 'The sun **shone**...'

## Cloze Procedure with Gesture

**Example: Clinician:** The sun... (*Gesture as if sun's rays are spreading out - 'shine- shone'*)...for a moment.