

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.

Text-based Intervention – Shared Strategic Reading

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.'

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Preparatory Set (*Background knowledge*)

Assist the reader to recall background knowledge about the text passage.

Example: "What usually happens in a storm? A storm affects the sea, by making the waves get bigger, etc... (Use a **semantic map** to explore different aspects of 'storm.')



Semantic Map

A very useful method of exploring students' background knowledge is to use a semantic map to brainstorm possible ideas related to the target word.

Paraphrasing.

Paraphrasing is used to reword text. It can be used to define a difficult word or reword a complex sentence into shorter simpler sentences.

Example: Text – 'The sun shone for a moment, but its warming rays were quickly engulfed by the angry and bruised sky.'
Clinician: 'It sounds like the sun shone through the clouds. So while it was able to shine it provided some warmth. It didn't last very long though. The angry and stormy sky enveloped the sun's rays again.'

Extensions – 'Critically Important'

Extensions are guided by verbal comments from the clinician. Model interpretation of the text and invite the student to add their own views.

Example: 'Yes, the storm sounds rather fierce. It might sink the boat.' 'What do you think it would be like to be on that boat?' 'Why?'

Questioning

Fact Based Question: A question that has a specific answer. 'What did the sun do?'
Interpretation Question: A question which asks about something that is implied. 'What would a bruised and angry sky look like?'
Inference Question: A question that does not rely on textual information. 'Will the boat and its crew survive?'

Parsing

Parsing comes from the Latin word meaning *part*. When parsing, you **chunk** something into separate parts. Parsing helps students to understand that a sentence is made up of **separate** units.

Example: 'The storm tossed the tiny boat...' 'Find out what the storm did.' (Point to word 'tossed') 'Tossed' is a past tense verb.

Generalization

Link the events from the story to real life events from the student's own experiences.

Example: 'Have you ever been on a boat in rough seas, or got caught in a storm?'

Summarize

The student recounts the events in the story passage they have studied thus far.

Example: 'What's happened on this page so far?'