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.'

Shared Strategic Reading
Shared reading is designed to make the reading experience a **meaning-making** event.
(DeKemel, 2003)

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?'*