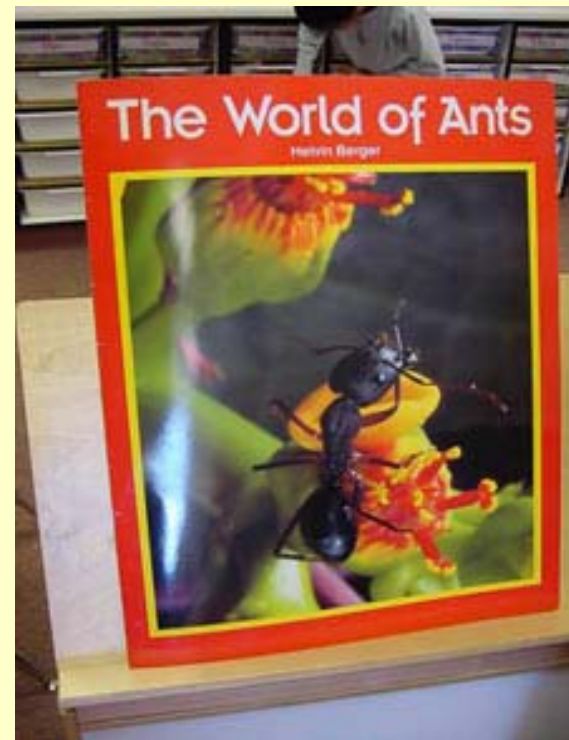


Transactional Strategy Instruction in the Primary Grades Using Science Information Big Books

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International Reading
Association Meeting
Chicago, IL 2006



Session Overview

- 1. What is Transactional Strategy Instruction?**
- 2. What is the research base for Transactional Strategy Instruction?**
- 3. What is needed to effectively implement TSI using science information big books.**
- 4. What does TSI look like during Shared Reading in a Primary Grade Classroom?**

What is Transactional Strategy Instruction?

STRATEGIES

Activating Background Knowledge

What is it? What I already know

When? Before, during, and after reading

How? Think

Why? Background = new information = comprehension

Predicting

What is it? A smart guess with clues

When? Before reading, during reading

How? Look at the cover, headings, pictures. Think. What will you read about?

Why? It gets my mind ready to read.

Text Structure

What is it? How a text is organized.

When? Before I read...	How? I look at the title and table of contents
While I read...	I look at headings, pictures, and print
After I read...	I remember what I read

Why? It helps me understand what I read

Asking Questions

What is it? Asking a question that I hope will be answered in the text

When? Before I read...	How? I look at the title, headings, pictures, and ask questions
As I read...	I ask questions

Why? I read to find answers

Visualizing

What is it? Making pictures in my mind

When? As I read

How? Picture what I know. Think about the words

Why? Compare my mind's picture with text. Help me remember new information

Monitoring

What is it? Checking to see if I understand what I am reading

When? While I'm reading

How? Asking, "Does this make sense?" Stop and fix it

Why? To understand what I am reading

Summarizing

What is it? A short explanation of important ideas

When? After I read

How? Think back and retell

Why? Tell myself what I have learned. New background knowledge!

Types of Reading

Fiction		Non-Fiction	
a story		Information	
fairy tale	folk tale	magazine	newspaper
realistic	mystery	recipe	text books
fantasy	poetry		
Story Structures		Info. Text Structures	
Characters	Setting (place + time)	Descriptive	A list
Events	Problem	Question-Answer	Some-Different
Solution		Text Features	

Fix-Up Strategies

1. Stop if there's a problem
2. Think about what is causing the problem
3. Look for clues in the pictures or words that might help
4. Reread or read ahead to find more information
5. Ask someone

What is Transactional Strategy Instruction: Overview

- **First described in detail by Pressley, El-Dinary, Gaskins, Schuder, Bergman, Almasi, & Brown (1992), transactional strategy instruction is a complex instructional process for teaching students to use multiple comprehension strategies flexibly and interactively around text increase both self-regulated strategy use and understanding of text to include improvements in the learning of content.**
- **Teachers begin by modeling the strategies one by one explicitly moving quickly to showing students how to coordinate a set, repertoire, or family of strategies. Teachers gradually fade their levels of instructional support as students assume control of the strategies over a long periods of time with interaction around many and varied texts (Pearson & Duke, 2002).**

What is Transactional Strategy Instruction: Overview

- **Transactional strategy instruction was the bringing together of psychological research on explicit explanations of single comprehension strategies (Dole, Duffy, Roehler, & Pearson, 1991) and reader response theories (Rosenblatt, 1978) for teaching students to learn and flexibly apply a set of comprehension strategies while interacting around a text.**
- **Transactional Strategy Instruction also works well for shared-reading with information texts and for teacher read-aloud instructional discussions of information texts (Reutzel, Smith, & Fawson, 2005).**

What is Transactional Strategy Instruction: The Commonly Taught Strategies

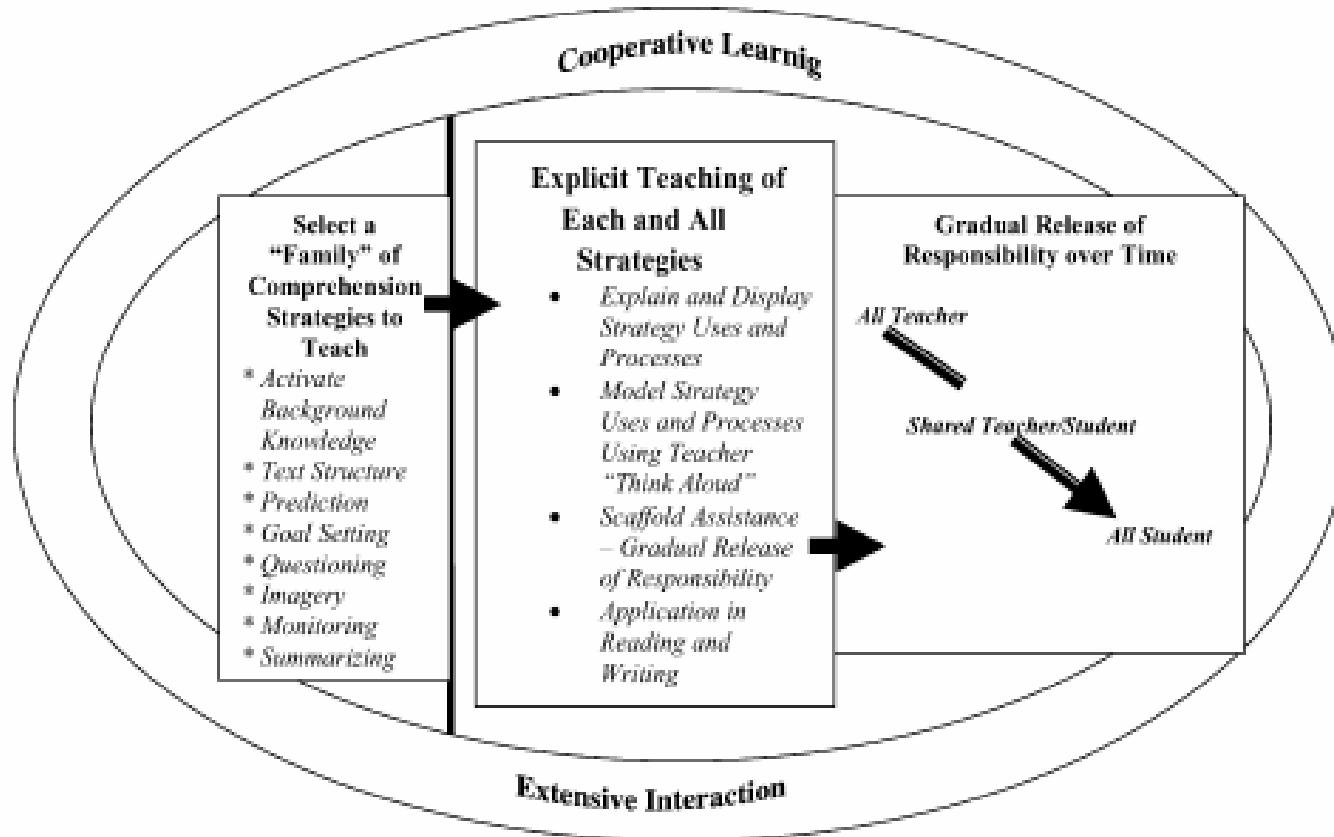


Fig. 1. Transactional strategy instruction (TSD) for teaching reading comprehension strategies.

What is Transactional Strategy Instruction: The Commonly Taught Strategies

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Activating Background Knowledge

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Visualizing 👁

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Text Structure 📖

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After I read... I remember what I read

Why? To understand what I read

Quinn's Questions

ALL STUDENTS ACCOUNTED FOR

What is Transactional Strategy Instruction: The Commonly Taught Strategies

Activating Background Knowledge

- Asking students to share what they know about a topic or knowledge domain.
 - **K-W-L** – What do you know?



What is Transactional Strategy Instruction: The Commonly Taught Strategies

Text Structure

- Identifying text structure helps children use the author's top level text organization to remember text content.
 - Graphic organizers represent text structure for students to use in predicting, monitoring, and summarizing during text interactions.



What is Transactional Strategy Instruction: The Commonly Taught Strategies

Predicting

- Predicting sets a purpose for reading.
- Use graphic organizers and text parts to make structured predictions.
- Verifying predictions during and after reading a text.



What is Transactional Strategy Instruction: The Commonly Taught Strategies

Goal Setting

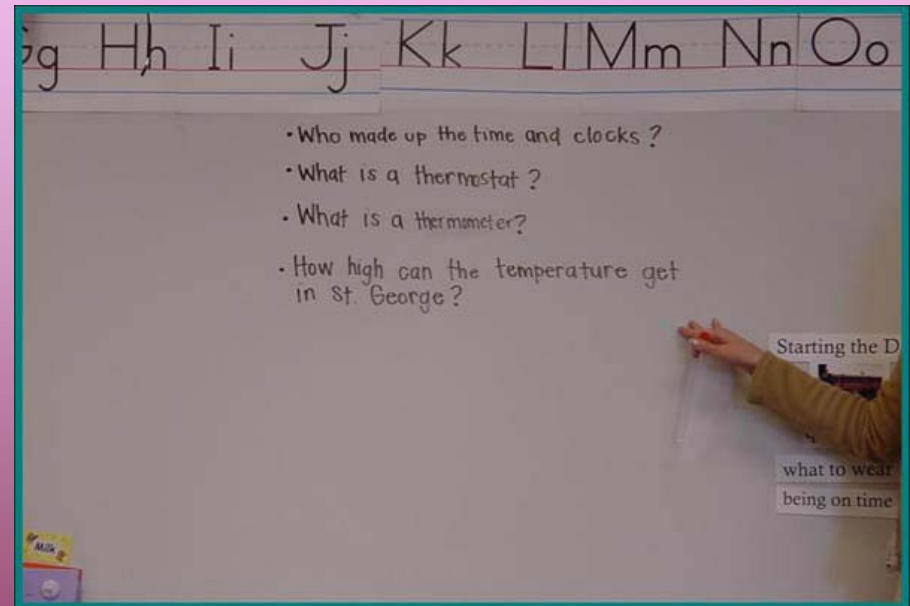
- Goal setting involves students and teachers in a quick discussion of how they will read a big book.
- Preview the text's cover, title, illustrations, photos, headings, graphic insets, etc.



What is Transactional Strategy Instruction: The Commonly Taught Strategies

Questioning

- Questioning increases students' awareness of the text's important ideas.
- The language of questioning may include the question words: who, what, where, when, why, how, and what if.
- Students may use Post-its to mark passages to turn into questions.



What is Transactional Strategy Instruction: The Commonly Taught Strategies

Visualizing

- Visualizing requires students to create a picture in their minds.
- Students are reminded using a sticky note to stop, close their eyes and describe a picture they have created in their minds.
- Various cooperative sharing modes are employed including Turn to Your Neighbor, Think-Pair-Share, Numbered Head, etc.



What is Transactional Strategy Instruction: The Commonly Taught Strategies

Monitoring

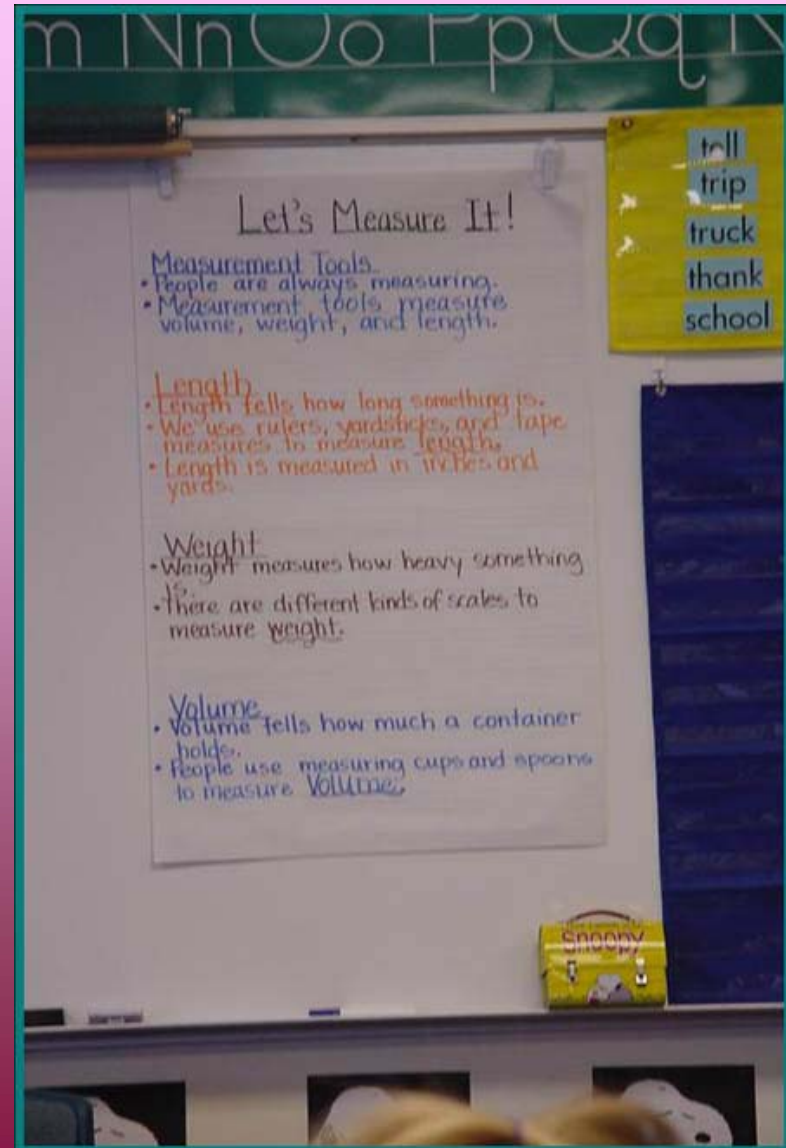
- *Monitoring requires students to stop and determine if they are constructing meaning from the text reading.*
- **Children are reminded using a sticky note check mark sign to pause their reading, and think to themselves – Is the meaning of the text “clicking” or “clunking” for me.**
- **If it “clicks” keep on reading; If it “clunks,” determine which strategy for fixing comprehension you will use.**



What is Transactional Strategy Instruction: The Commonly Taught Strategies

Summarizing

- *Summarizing requires students to recall and arrange only the important ideas in a text.*
- **Students may use text structure and graphic organizers to summarize nonfiction texts.**
- **Students determine the important points of non-fiction and arrange them in logical order.**



What is Transactional Strategy Instruction: Combining the Strategies

- Teach the seven comprehension strategies explicitly one-at-a-time for 3 days each – Explain, Model, Scaffold (EMS). This will take about 3 weeks to complete.
- Make posters or displays for each of the strategies and post where children can easily see them.
- Teacher models how and when to select and use the set of strategies displayed on the posters around a one-two science big books.
- Teacher begins gradual release of the set by asking students to help her select which strategies to use and when.



What is Transactional Strategy Instruction: Combining the Strategies

- **Teacher continues this gradual release to students by asking them to help her use the strategies that are selected. This is accomplished over months of time and with many, many science big books.**
- **All TSI lessons with big books are aimed at moving the strategies into use in small group or guided reading instruction.**
- **All TSI lessons are rich with interaction between the teacher and students and the student with students.**



**What is the
Research Base for
Transaction Strategies
Instruction?**

Transactional Strategy Instruction: Research Base

- **Prior to 1980, virtually no comprehension instruction is taking place in U.S. schools (Durkin, 1978).**
- **Again in 2000, Pressley notes that this condition has not changed much in U.S. schools.**
- **Single comprehension skill instruction: main idea, finding the details, noting the sequence, etc.**
- **Explicit single comprehension strategy instruction: predicting, inference making, visualizing, summarizing, etc. (Dole, Duffy, Roehler, & Pearson, 1991; Keene & Zimmerman, 1997)**
- **Multiple comprehension strategy instruction: Transactional Strategy Instruction (Brown, Pressley, et. al., 1992*, 1996**)**

*Pressley, M., El-Dinary, P. B., Schuder, T., Bergman, J. L., Almasi, J., & Brown, R. (1992). Beyond direct explanation: Transactional strategy instruction of reading comprehension strategies. *The Elementary School Journal*, 92(5), 513-555.

**Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1996). A quasi-experimental validation of transactional strategies instruction with previously low-achieving second-grade readers. *Journal of Educational Psychology*, 88, 18-37.

Transactional Strategy Instruction: Research Base

Multiple strategy instruction represents an evolution in the field from the study of individual strategies to their *flexible and multiple use*. This method finds considerable scientific support for its effectiveness as a treatment, and is most promising for use in classroom instruction *where teachers and students interact over text* (NRP, 4-46).

Transactional Strategy Instruction: Research Base

Considerable success has been found in improving comprehension by instructing students on the use of more than one strategy during the course of reading.

Skilled reading involves an ongoing adaptation of multiple cognitive processes. Becoming an independent, self-regulated, thinking reader is a goal that can be achieved through instruction of text comprehension (Brown et al, 1996; NRP, 4-47).

Transactional Strategy Instruction: Research Base

- 30 second grade, poor reading students, year long quasi-experimental study
- 2 groups: Five TSI teachers, Five other “nominated” good comprehension second-grade teachers.

Major Results:

- TSI students made “superior gains” on standardized reading tests of comprehension, and retellings, think-aloud tasks.

Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1996). A quasi-experimental validation of transactional strategies instruction with previously low-achieving second-grade readers. Journal of Educational Psychology, 88, 18-37.

Transactional Strategy Instruction: Research Base

- 80 second-grade students, half of a school year
- 2 groups: single strategy (SS), TSI multiple strategies

Major Results:

- no differences on standardized comprehension measures
- TSI sig. better on text retellings
- TSI sig. better on content science measure

Reutzel, D.R., Smith, J.A. & Fawson, P. (2005). An evaluation of two approaches for teaching reading comprehension strategies in the primary years using science information texts. Early Childhood Research Quarterly, 20, 276-305.

**How to Implement
Transactional
Strategies Instruction
Effectively**

Transactional Strategy Instruction: Implementation

Before Reading

- 1. Determine stopping points in the text for applying comprehension strategies and discussing the text.**
- 2. Activate students' background knowledge about topic or theme using graphic organizer**
- 3. Discuss how the text is organized previewing the text's title, illustrations, headings, tables, etc.**
- 4. Teacher models predicting and invites students to predict. Record predictions on the teaching graphic organizer.**

Transactional Strategy Instruction: Implementation

Before Reading (continued)

- 5. Teachers and students record questions to guide their reading of the big book.**

During Reading

- 1. Read the text together: teacher read-aloud, or choral reading.**
- 2. Teacher and students stop to review predictions for corrections, talk about answers to question they may have found, visualize the text, or monitor their comprehension at predetermined points.**

Transactional Strategy Instruction: Implementation

After Reading

- 1. Return to predictions. Teacher models how to check predictions using the graphic organizer. Teacher and students check the predictions.**
- 2. Teacher invites students to ask and discuss their answer to questions.**
- 3. Teacher models summarizing and then guides the students in creating a summary.**
- 5. Reflect on the usefulness of the strategies.**

**Transactional Strategy
Instruction: What does
TSI look like during
Shared Reading in a
Primary Grade
Classroom?**

What Does TSI Look Like During Shared Reading In A Primary Grade Classroom?

Transactional Strategy Instruction: Video Demonstration Lesson

- 1. Observe**
- 2. Record thoughts and questions**
- 3. Discuss and Wrap Up**

Transactional Strategy Instruction: Resources

- Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1996). A quasi-experimental validation of transactional strategies instruction with previously low-achieving second-grade readers. *Journal of Educational Psychology*, 88, 18-37.
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If You Would Like to Get this Full Presentation:

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