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Building Bridges in Reading:

Shifts in Instruction and Learning from
Primary to Intermediate Grades
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What seems to be challenging for transitional readers?

- Discuss at your table

- Group share

Transitional Reader

- Develops and uses a large core of high-frequency words
- Strengthens control over early reading behaviors and strategies
- Maintains reading for longer periods of time
- Develops more complex understanding of text read independently
- Responds to texts both verbally and in writing
- Reads silently most of the time
- **Monitors own reading consistently**
- Problem solves using a variety of sources of information
- Can read a wide variety of genres
- Reads more fluently in meaningful phrases with some attention to punctuation
- Writes simple responses to texts independently

From Building Bridges from Early to Intermediate Literacy, Grades 2-5, Mahurt, Metcalfe, and Gwyther

Looking closely at one of the big issues for readers in transition

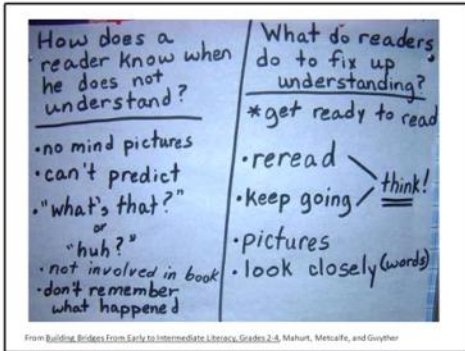
- Self-monitoring and self-correcting while maintaining phrased, fluent reading
 - Meaning
 - Do I know what's happening? Am I carrying story with me as I go?
 - Do I understand what it's telling me?
 - Dialog—do I know who's talking?
 - Do I know what the words mean?
 - Word analysis attempts using all sources
 - Looks right/sounds right
 - Check against meaning
 - Using word parts left to right
 - Flexible attempts

They seemed to do this in K and 1st grade—why is this so hard for transitional readers?

- Longer, more print-dense text
- More complex plots; may have subplots
- Characters are more developed; may have more characters
- More multisyllable words; more words unfamiliar to reader
- Dialog may involve multiple characters, may be unassigned, and is not set apart by spaces in page layout

Read Alouds

- Thinking about the challenges that may make monitoring tough for transitional readers, what kinds of things might we do with read alouds to support them?
 - **Text selection**
 - Read longer texts
 - Move from stories with separate episodes to stories that build
 - **Nature of interactions**
 - Come back the next day "we KNOW—we WONDER..."
 - Model thinking as you go ("I'm not sure what's going on here. I need to go back and reread that part...Now I think...")
 - Model unfamiliar vocabulary that can figure out from context ("hmmmm I'm not sure what that means, but I think ___ because ___")
 - Finish that day "we LEARNED..."



Choosing books in guided reading

- May start with texts that have chapters with separate episodes related by theme, character, etc. (*Frog and Toad*)
- Move to texts with chapters that build on one another (*Henry and Mudge*)
- Move to longer texts when teaching the idea of carrying meaning from day to day and across the book
 - Start with reading shorter sections or one chapter at a time and gradually build to longer texts
 - Teach use of chapter titles in fiction
- Nonfiction
 - Move to texts with longer sections/more sections
 - Teach use of section headings

Helping students learn to monitor and self correct for meaning in guided reading

- **Nature of teaching and prompting**
 - During teaching point: "It is important to make sure you know what is happening as you read. Readers notice when they aren't understanding what they are reading. If you are not sure what you just read, go back and reread."
 - During introduction: "The chapter title [section heading] says _____, so in this part, we will learn _____. Thinking about that helps us make sure we're understanding as we read."
 - Prompting during reading:
 - "What are you thinking is going on here?"
 - "You stopped—is this part making sense to you?"
 - "I noticed you went back here—did you figure out what was happening?"
 - After reading: "Let's talk about what we learned in this part. Were there places where you caught yourself not really understanding? What did you do?"

Independent reading

- We need to make sure we provide opportunities for readers to take on more independence in monitoring their understanding of text
 - Reading on their own after being given a focus
 - Student led literature-discussion groups
 - Written response to text

Word study on multisyllable words

- Start in early levels with onset and rime and move to cluster breaks to parts to syllables
 - c-ake
 - some-thing
 - sh-out
 - sh-out-ed
 - re-memb-er

Interactive Writing

- T: Sprout. Sprout has parts you know.
- S (several): Out
- T: Yes. Out. And, what about the consonant cluster at the beginning? We've been working on those.
- S (several): /spr/, /spr/, S-P-R [One student writes spr on the chart, the teacher adds out].
- T: [At the end of the lesson]. Today, you listened for parts you know starting at the beginning of the word and working through it. You can think about what you hear first and what you know, like the consonant cluster at the beginning sprout. You can use what you know when you are writing or reading.

Guided Reading Lesson

Strategy to learn: Flexibly checking one's reading with meaning. (See Fountas & Pinnell *Guided Reading*—Behaviors to notice and support, Level I).
When you were reading, I noticed that when you came to a word you didn't know you worked hard at looking at the letters and thinking about the sounds and working through the word. That's something readers need to do, so keep doing that. Now, there is one more thing readers do that you can do. Think about what you are reading and check to be sure that the words also make sense. If it doesn't make sense, go back and fix it.

During: Prompting to support the reader's use of all sources of information. (See Fountas & Pinnell *Guided Reading*, p. 161 and Fountas & Pinnell *Guiding Readers and Writers, Grades 3-6*, p. 352). *Think what would make sense and look that way. Something wasn't quite right; can you find your error? Try that again and see what would make sense.*

Explicit lesson summary: When you are reading you need to think about what you are reading and check to be sure that the words look right and also make sense. If it doesn't make sense, go back and fix it.

Shifting instructional contexts thoughtfully

- What are the needs of the readers? What are the related text challenges?
- How can different instructional contexts be used to meet those needs?

“We know there are many ways to support learners as they make this transition. Our hope is that some of the ideas included here will spur your thinking and lead you to reflect, question, and further develop your own teaching.”

Building Bridges in Literacy: Grades 2-4, page11
