

Teaching for Transfer: Strategic Activity



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| Module Focus | An exploration of strategic activities initiated by children and actions teachers can take to encourage those behaviors |
| Definitions | <p>strategic activity: fast brainwork that a learner calls up to solve problems by searching for solutions (e.g., monitors, searches for information, cross checks, discovers new things, repeats to confirm, revises, chooses among alternatives, evaluates responses, makes appropriate links, self-corrects)</p> <p>prompt: call for the child to do something within his control</p> <p>continuous text: a complete text or substantive part of a complete text</p> |
| Opportunities for Children to Build Strategic Activity for Problem Solving | <ul style="list-style-type: none"> • Reading a variety of familiar books • Reading a variety of new books that are not too easy or too challenging in order to experience successful problem solving |
| Opportunities for Teachers to Foster Strategic Activity | <ul style="list-style-type: none"> • Careful selection of new books that will be 'just right' for successful problem solving • Appropriate introductions to new books to make the text accessible to children • Well-placed teacher prompts for a child to generate strategic activities on his own • Opportunities and time for children to work out difficulties on their own • Extended reading experiences through conversation, writing, art, drama • Use of running records to track change over time in each child's use of strategic activities |
| Key Points for Teachers | <p>Effective teachers provide massive opportunities for children to successfully read and write texts within their reach so they will build up the networks in their brain to pick up information, work on that information, make decisions, and evaluate their responses. They prompt children to use information to solve problems as they read.</p> <p>It is important to check for evidence of strategic activities with individual children. With running records of text reading, teachers can record and analyze reading behaviors and monitor progress over time. It's not just about accurate reading. It's more about how children are learning to recognize and solve problems.</p> |

Resources

Related Effective Practices Video Modules

Assessing Through Close Observation — *using observation tools such as running records to provide evidence of a child's use of strategic activities*

Making It Easy to Learn — *making decisions that support a child's use of strategic activities*

Selecting Texts That Are Just Right — *selecting and introducing books to support a child's use of strategic activities*

Phrasing in Fluent Reading — *considering the relationship between fluent reading and strategic activities*

Learning About Phonology and Orthography — *searching for and using visual information as a strategic activity*

Askew, B. J., & Fountas, I. C. (1998). Building an early reading process: Active from the start! *The Reading Teacher*, 52(2), 126–134.

Clay, M. M. (2002, 2006). *An observation survey of early literacy achievement* (2nd ed., rev. 2nd ed.). Portsmouth, NH: Heinemann. (see Chapter 2, pages 14–22)

Clay, M. M. (2005). *Literacy lessons designed for individuals part two: Teaching procedures*. Portsmouth, NH: Heinemann. (see Section 10, pages 99–118)

Schwartz, R. M. (1997). Self-monitoring in beginning reading. *The Reading Teacher*, 51(1), 40–51.

Schwartz, R. M. (2005). Decisions, decisions: Responding to primary students during guided reading. *The Reading Teacher*, 58(5), 436–443.

Sensitive Observation of Reading Behavior: Running Record Professional Learning Package [DVD and printed materials]. Part 3: Using Running Records to Make Teaching Decisions (2010). Reading Recovery Council of North America. www.readingrecovery.org

Early Literacy Intervention: Expanding Expertise and Impact

a Reading Recovery initiative in partnership with the USDE



Professional development resources produced by the Reading Recovery Council of North America

Early Literacy Intervention: Expanding Expertise and Impact is a Reading Recovery initiative in partnership with the U.S. Department of Education. The goal of the initiative is to focus on developing highly effective teachers and resources for schools for improving the reading and writing abilities of students. Funding for the initiative has been provided through an award from the U.S. Department of Education, under award number U215K090094, for the Fund for the Improvement of Education (FIE) Program. The contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government.