

At some time you want to stop introducing and focus on transfer of all the things we do in all four blocks.

The Real Goal of Four-Blocks = Transfer and Independence

It's not what they know!

It's not what they can do!

It's what they DO do!

Important Questions to Ask

- How do we teach if we really want to create independent readers and writers?
- How do we get children to use the word and comprehension strategies they know?

Transfer in the Self-Selected Reading Block

These kinds of questions and comments are student centered and help us work towards transfer and independence during the self-selected reading block:

- Can they choose books they can read and want to read?
- Can they have CONVERSATIONS about what they read with their peers?
- Can they take the leading role in their weekly conference? Resulting in comments from their teacher like:
 - What did you bring?
 - Another book on _____. You love these _____ books!
 - Which 2 pages do you want to read to me?
 - What was your favorite part?
 - What was the most interesting thing you learned?
 - How do you think it will end?
 - I can't wait until next week to hear what happened!
 - What are you planning for me for next week?

Transfer in the Writing Block

These kinds of questions and comments are student centered and help us work towards transfer and independence during the writing block:

- Can they come up with topics they want to write about?
- Can they choose a genre that fits what they want to communicate?
- Can they revise and edit appropriately for their level?
 - Students should be able to attempt doing their own grade level appropriate editing and revisions.
- Can they compare an earlier writing sample with a current writing sample and assess their growth?

Presented by Pat Cunningham at 2005 Four-Blocks Leadership Conference

- Writing is visible. Therefore, students are able to see their growth.
- Pat suggests writing on the same topic beginning, middle and end of year. This allows students to see and compare their present writing with the pieces written earlier. As a result they will see their continued growth. Don't show them their previous sample until they have completed the current one. They will be amazed at how much they have grown in their writing.
- You also can do this across the grade levels showing growth from one year to the next.

Transfer in the Words Block

Words Block is the hardest one to get children to transfer.

These kinds of questions and comments are student centered and help us work towards transfer and independence during the writing block:

- Do they spell word wall words correctly in ALL writing? This is an absolutely non-negotiable.
- Do they read word wall words quickly and fluently (with automaticity!) in ALL reading?
- Do they use word wall patterns to decode and spell new words?
- Do they use patterns and context to decode new words while reading?

Important Word Wall Requirements for Transfer

- Limit the number of words on the wall.
- Practice daily by cheering (auditory/rhythmic mode) and writing (kinesthetic mode).
- Homophones have clues to their meanings on the word wall (**two** – 2; **too** – too late!; **new** – old; here←; **hear**; etc)
- Word wall words have to be spelled correctly, every time.
- Do on-the-back transfer activities daily.
- Helpful spelling patterns are indicated on the word wall with star or highlighting.

Weekly Take Home Word Wall List

Sending home an updated word wall list is important for transfer and communication to the home. The updated list is passed out on Monday and students should take a few moments to locate and highlight the new words. The list remains in a student folder, writing journal or binder for easy reference throughout the week. On Friday, the list is sent home because the students will once again receive an updated list the next Monday. This list should go home on Friday and a new list is passed out on Monday.

Securing Transfer with On-the-Back – RHYMES

Pat suggested using the following format to assure transfer during On-the-Back – Rhymes:

<p>Teacher: <i>Boys and girls did you know that the word play can help spell lots of other words correctly. Let's put the word play at the top of the paper.</i></p> <p>[Students and teacher add write play at the top of the paper]</p> <p><i>Let's pretend it's writing time. Joe is writing:</i></p> <p><i>I dropped my tray.</i></p> <p><i>Let's all say the sentence:</i></p> <p>Class: <i>I dropped my tray.</i></p> <p>Teacher: <i>Which word will play help Joe spell?</i></p> <p>Class: <i>tray</i></p> <p>Teacher: <i>Let's all say the words to make sure they rhyme.</i></p> <p>Class: <i>play --- tray</i></p>	<p>play</p>
<p>Teacher: <i>Let's all write tray.</i></p> <p>[Students and teacher write tray underneath play.]</p> <p>Teacher: <i>Now, let's pretend the Marquis is writing the sentence:</i></p> <p><i>My house is painted gray.</i></p> <p><i>Let's all say the sentence:</i></p> <p>Class: <i>My house is painted gray.</i></p> <p>Teacher: <i>Which word will play help Marquis spell?</i></p> <p>Class: <i>gray</i></p> <p>Teacher: <i>Let's all say the words to make sure they rhyme.</i></p> <p>Class <i>play --- gray</i></p>	<p>play tray</p>
<p>Teacher: <i>Let's write gray.</i></p> <p>[Students and teacher write gray under tray.]</p> <p>The teacher continues in this manner for two more words: clay, spray.</p>	<p>play tray gray clay spray</p>

Securing Transfer with On-the-Back – ENDINGS

Pat suggested using the following format to assure transfer during On-the-Back – Endings:

<p>Teacher: <i>Boys and girls did you know that endings can be added to play to make new words. Let's put the word play at the top of the paper.</i> [Students and teacher add write play at the top of the paper] <i>Let's pretend it's writing time. Sari is writing:</i> <i>My sister plays the trumpet.</i> <i>Let's all say the sentence:</i></p> <p>Class: <i>My sister plays the trumpet.</i></p> <p>Teacher: <i>Which word has play in it?</i></p> <p>Class: <i>plays</i></p> <p>Teacher: <i>Let's all say the words and think about what we can add to play to turn it into plays.</i></p> <p>Class: <i>play --- plays</i></p>	<p>play</p>
<p>Teacher: <i>Let's write plays.</i> [Students and teacher add plays under play.]</p> <p>Teacher: <i>Now, let's pretend the Latoya is writing the sentence:</i> <i>I want to be a basketball player.</i> <i>Let's all say the sentence:</i></p> <p>Class: <i>I want to be a basketball player.</i></p> <p>Teacher: <i>Which word has play in it?</i></p> <p>Class: <i>player</i></p> <p>Teacher: <i>Let's all say the words and think about what we can add to play to turn it into players.</i></p> <p>Class <i>play --- player</i></p>	<p>play plays</p>
<p>Teacher: <i>Let's write player.</i> [Students and teacher add player underneath the plays.]</p> <p>The teacher continues in this manner for two more words: played, playing.</p>	<p>play plays player played playing</p>

Note: It is critical for transfer to have the children repeat the sentence because when they are writing they have to hear the rhyme or ending in their voice. If they just listen to the teacher say the sentence and rhyming words or words with an ending added, they will learn to do this during Words time but probably not transfer to reading.

Securing Transfer with Making Words and Rounding Up the Rhymes: Transfer Words

Pat suggested using the following format to assure transfer to real reading and writing during the Transfer portion of Making Words and Rounding-Up the Rhymes:

Transfer Word - Reading

<p>Teacher: <i>Let's pretend it's reading time. Jose is reading and he comes to this new word.</i></p> <p>brain [The teacher writes a rhyming word on an index card and hands the index card to Jose telling him not to let anyone see the word!]</p> <p><i>Jose, here's the new word, Don't say the word but place it underneath the words with the same spelling pattern?</i></p>	<p>line fine</p> <p>start part</p>	<p>day away</p> <p>rain explain</p>	<p>around ground</p> <p>brown down</p>
<p>Teacher: [The student places the card at the bottom of the rhyming words with the same pattern.]</p> <p><i>Did he put it with the right words? (Yes)</i></p> <p><i>How do you know? (The pattern is a-i-n.)</i></p> <p><i>Let's all pronounce b-r-a-i-n and make it rhyme with rain and explain.</i></p>	<p>line fine</p> <p>start part</p>	<p>day away</p> <p>rain explain brain</p>	<p>around ground</p> <p>brown down</p>
<p>Teacher:</p> <p>sway</p>	<p>[Repeat in this sequence for a second reading transfer word.]</p>		

Transfer Word - Writing

<p>Teacher: [After completing the second reading transfer word.] <i>Now pretend we are going to write and Carol is trying to spell chain...</i> [The students stretch it out and decides the first part is letters are ch. The teacher writes the onset on a card.] <i>Let's see which word it rhymes with.</i> [The teacher holds the card under the first column of words.] <i>Let's say the rhyming words in this column and listen to hear if chain rhymes with them..</i></p> <p>Class: [Class reads the rhyming words and says chain.] <i>line, fin, chain</i></p> <p>Teacher: [Holding card with chain at the bottom of the column.] <i>Does chain rhyme with line and fine?</i></p> <p>Class: NO!</p>	<p>line fine ch</p> <p>start part</p>	<p>day away sway</p> <p>rain explain brain</p>	<p>around ground</p> <p>brown down</p>
<p>Teacher: Teacher moves across columns holding chain under each one and leading the children to say the words in that column and chain. When the column with the rhyming words is found, teacher writes the rest of chain using the rhyming pattern in that column.</p> <p>Teacher: [Repeat sequence for a second writing transfer word.]</p>	<p>line fine</p> <p>start part</p>	<p>day away sway</p> <p>rain explain brain chain</p>	<p>around ground</p> <p>brown down</p>

Transfer in the Writing Block

It is essential that the expectation of all word wall words being spelled correctly is always maintained.

Transferring Word Knowledge To Writing

Pat model assisting students in transferring their word work to their writing with the following student – teacher conferences:

- **t-r-d**... *You did a good job of stretching out your word but you are missing something every word must have. If we were making words, you would have a vowel --- a red letter. Say **trade** and think which vowel you hear.*
- **t-r-a-d**...*You did a good job of stretching out your word and writing a letter for every sound. But, the word you wrote would rhyme with **h-a-d** and **b-a-d**. What letter could you add to get if your making words to change **trad** into **trade**?*
- **t-r-a-i-d** *is an excellent try for “trade” but it doesn’t look quite right. How else could you spell it? Could you prove which spelling is right by looking in the dictionary?*

Transferring Word Knowledge to Decoding Words

- **c-r-a-n-k**...*We know an **a-n-k** word... What does **t-h-a-n-k** spell?*
- **f-e-s t-i v-a-l**...*We know **e-s** and **a-l** words... What does **y-e-s** spell? What does **p-a-l** spell? Let’s pronounce the chunks and see if we can come up with a word that sounds right in that sentence.*
- **t-a-r-a-n-t-u-l-a**...*that’s a hard word. Let’s the sentence and pretend it’s the covered word! or*
- *Do you think there is a **t-r-a-n-t-u-l-a** is in the picture?*

Transferring Word Knowledge During Independent Reading:

The Sticky Note Nudge: Once a week, as children settle in for independent reading, give them one sticky note. Have them place the sticky note on a word new word they figured out while reading. Have them write the new word on the sticky note.

After reading, take a few minutes to let children share their sticky note word and how they figured it out.

Developing Comprehension Independence

Do they use the thinking strategies we teach during guided reading?

To get transfer of what we teach in the guided reading block, we need to move students from using the strategy with teacher direction, to small group use to independent use.

Example: Do several webs with the class after they have read informational text. When children understand what it means to read to find information to add to the webs, let children do the webs in small play school groups or book club groups. When the children have had enough practice constructing the webs in small groups, have them complete a web by themselves after reading informational text at their instructional level. Do the same with Venn Diagrams, Time Lines and other graphic organizers.

For each of the strategies we teach in guided reading, follow this “fading to independence” pattern of doing the “after reading” activity with the whole class, then having the children do it together in small groups (with the teacher circulating and giving help as needed). The final step is to see if they can do it independently while reading material at their instructional level.

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It's not what they can do!

It's what the DO do!

Let's Make Sure They DO Do It!