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Subject Area: Language Arts (Reading)

Title Of Instruction: Transactional Reading Method

Grade Level: 4- 12

Description: The name of this reading strategy is inspired by the work of Louise Rosenblatt (1978), who explained reading as a transactional process that occurs between the text and the reader. Rather than assume that meaning is fixed and located within the text, Rosenblatt, argued that meaning is the result of the transaction that occurs between the reader and the text. Jude Ellis has built on the concept of reading as a transactional process by developing a flexible framework for engaging students in self-directed journal writing. At the beginning of a major work, students are given a list of possibilities for journal entries that ask them to interact with the text on a regular basis as they proceed with their reading. Within this method the reader reads with one of two purposes, the efferent stance, in which the reader is primarily concerned with what he will carry away as information from the text, and the aesthetic stance, in which the reader focuses primarily upon the experience lived through during the reading. In basic terms the reader understands texts through interaction with writing.

References:

1. *Brown, Rachel, El-Dinary, Pamela Beard, Pressley, Michael, Coy-Ogan, Lynne. **The Reading Teacher**. Newark: Nov 1995. Vol. 49, Iss. 3; pg. 256, 3 pgs*
2. Probst, R.E (1987). Transactional Theory in the Teaching of Literature. Retrieved January 15, 2008, from Transactional Theory in the Teaching of Literature Web site: <http://www.ericdigests.org/pre-926/theory.htm>
3. <http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/transactionalreadingjournal.htm>

“ How To”: The teacher needs to use instruction to teach the students the process of transactional reading. The teacher must understand that within this theory the student uses journal writing to understand, and content to text. This must be explained to the students as well. To make this work within a classroom the teacher must provide reading material as well as journal prompts and writing times for the student to reflect on reading. As well research has proven that verbally discussing journal entries furthers the learning process within reading.

Implications for Practice:

An experimental study showed that In comparison to non-TSI students, the TSI students: (a) learned more about strategic processing and used strategies on their own more frequently during the reading of a challenging story; (b) acquired more information from the stories they read and developed a richer, more personalized understanding of the stories; and (c) showed greater gains on standardized comprehension and word study skills tests. Thus, there were multiple indicators that students' reading performance benefited from a year of transactional strategies instruction.

