

**COLLABORATIVE STRATEGIC
READING
FOLLOW UP WEBINAR**

Nov. 10, 2015

SESSION GOALS

- Address questions about CSR implementation
- Gain ideas for additional scaffolding
- Identify goals and next steps



Poll #1 & 2

WHAT DO YOU THINK?



Use the **chat feature** to address any of the following questions:

- What have you tried in your classroom related to CSR or other ideas from PD?
 - What questions do you have?
 - What tips can I offer?
-
- ****At any time during the session today, use the chat feature to ask questions or to share ideas.**

COLLABORATIVE STRATEGIC READING

Before Reading

PREVIEW

1. Read

Read the title, subtitles, headings and keywords to learn about the passage.

2. Brainstorm

Think about what you already know about the topic.

3. Predict

Predict what you will learn.

During Reading

CLICK & CLUNK

1. Look for clunks

Find words or ideas you don't understand.

2. Use fix-up strategies

- Re-read the sentence with the clunk.
- Re-read sentence before and after clunk.
- Look for prefixes, suffixes and root words.
- Look for cognates.



GET THE GIST

1. Figure out the main idea

- Determine the most important who or what.
- Find the most important information about the who or what.
- Write a brief gist statement.

After Reading

WRAP UP

1. Question

Write three types of questions that can be answered by reading the passage and thinking about what you already know.

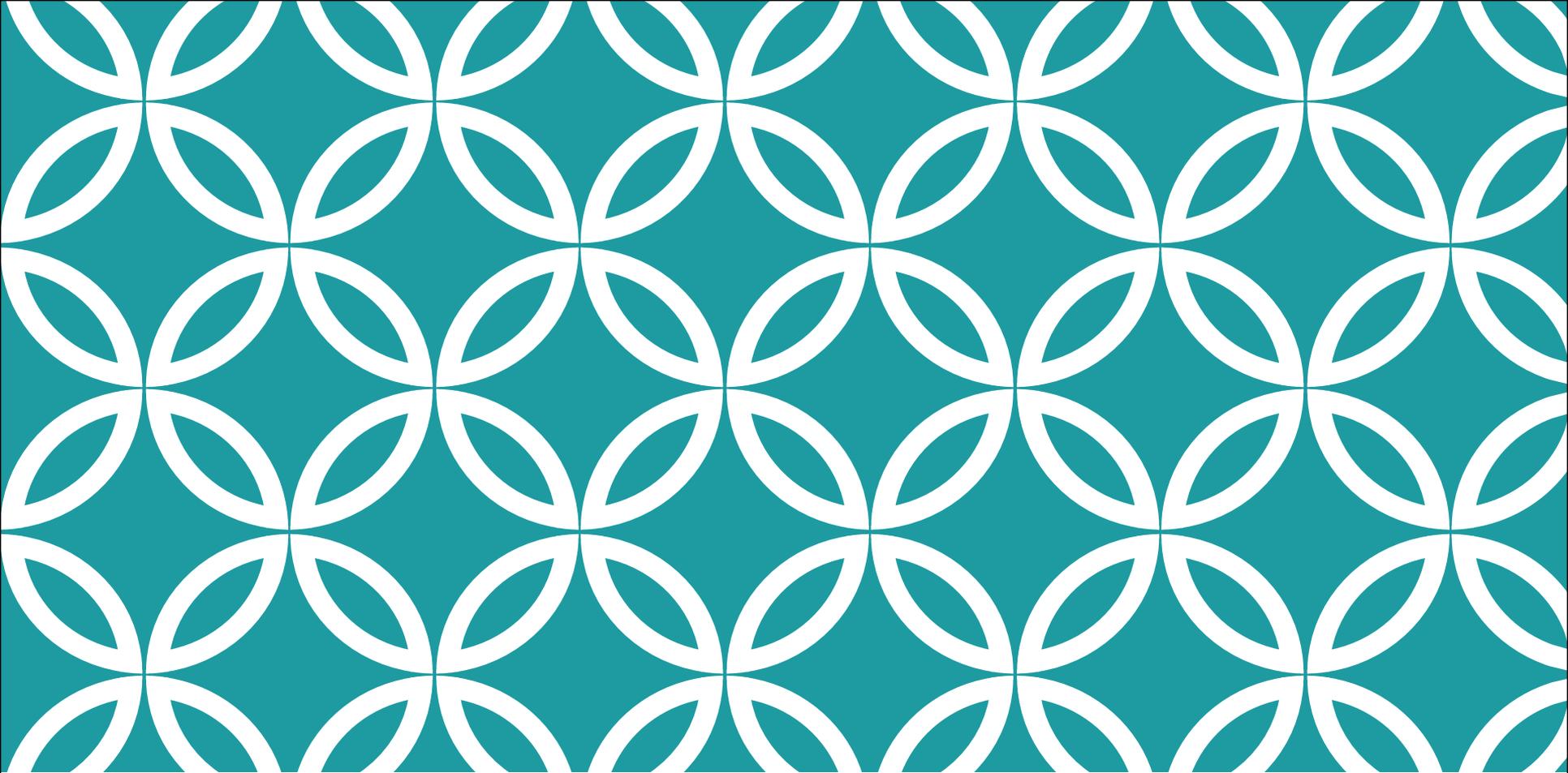
- Right There
- Think and Search
- Author and You

2. Review

Identify the most important information.



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Read. Lead. Succeed.



CSR STRATEGIES: ADDITIONAL SCAFFOLDS

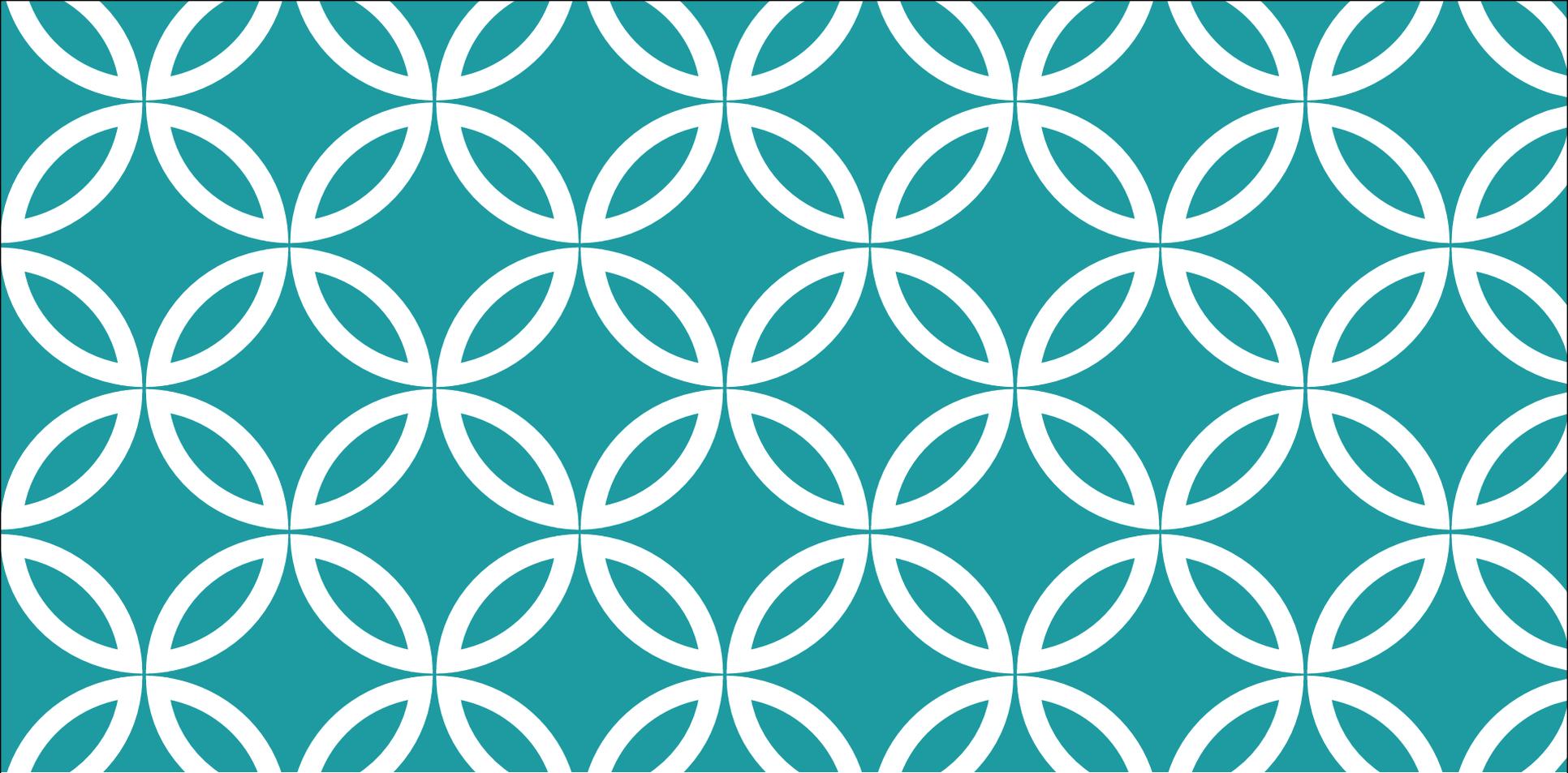


SCAFFOLDING SUGGESTION: MODIFY THE LEARNING LOG

Create a modified Learning Log for students with learning differences before the lesson that minimizes some of the required writing and offers support for certain sections.

Modifying the learning log scaffolds the process that students practice. Students may still need additional:

- **Explicit instruction**
 - **Modeling**
 - **Practice opportunities**
- ***See examples on the toolkit in the CSR Advanced PD: Learning Differences section (toolkit.csrcolorado.org)**



PREVIEW SCAFFOLDS

Modify the Learning Log

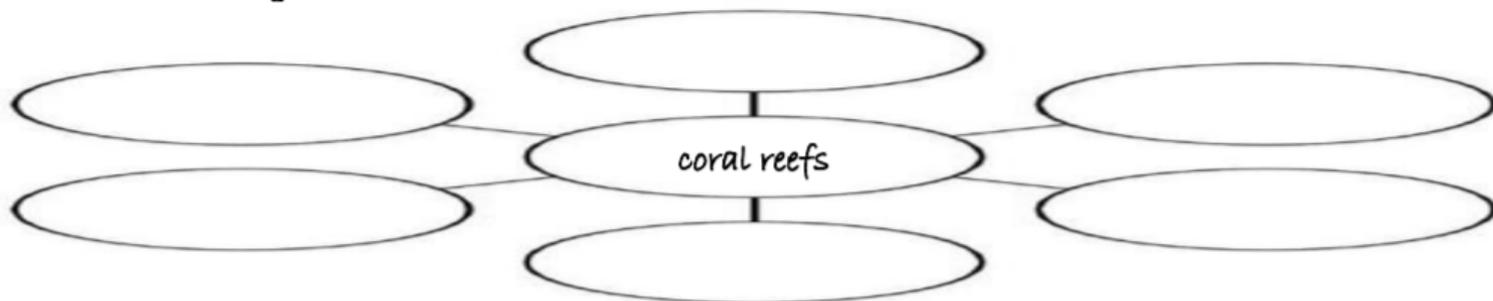
Name _____ Date _____ Period _____

Today's Topic *Ocean Acidification*



Before Reading: Preview

Brainstorm: What do you know about coral reefs?



Key Vocabulary

Acidification - The process of becoming more acidic

Purpose: I will identify **what is causing increased ocean acidification** and list **how it is threatening coral reefs** after reading an article using CSR strategies.

- ✓ Provide additional support during brainstorm.
- ✓ Highlight or bold key information.

CSR Scaffolded Learning Log

Name _____ Date _____ Period _____

Today's Topic **Global Economics: "The Real Cost of Fashion"**



Before Reading: Preview

Brainstorm: What do you know about how clothes are made?

Word Bank:
sewing
industry
manufacturing
workers

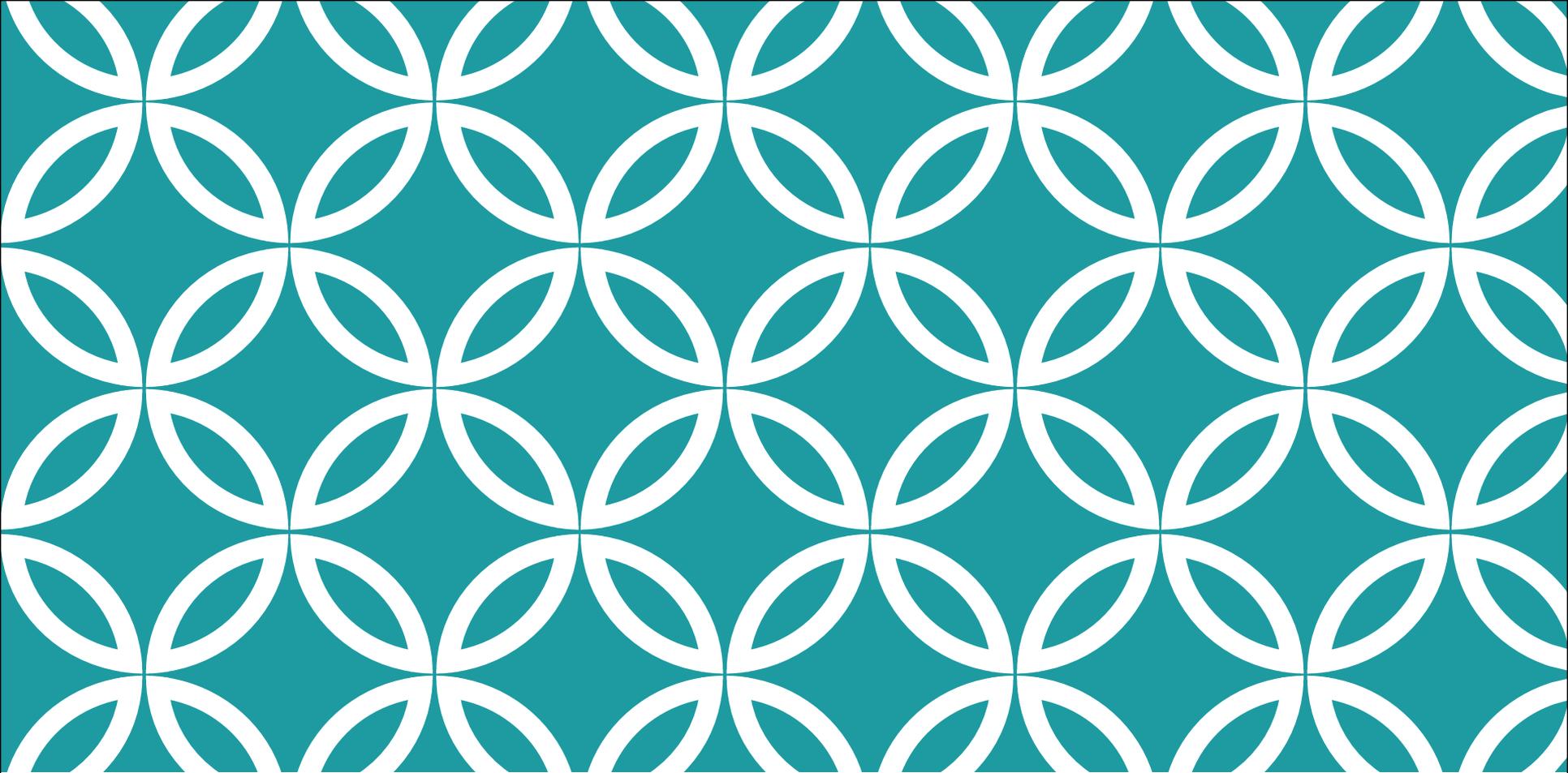
Key Vocabulary

Manufacture = made by a large company with a lot of workers

Retail = selling things in stores

Purpose: Read closely and use CSR strategies in order to identify the pros and cons of manufacturing clothes in developing countries versus the United States.

✓ Provide a word bank for the brainstorm.



DURING READING SCAFFOLDS

Modify the Learning Log

CLUNKS

During Reading: Section 1



Clunks: Does someone know what the clunk means? _____
If yes, put the definition back in the sentence.
Does it make sense? _____ If no, try the fix-up strategies.

Which fix-up strategy helped you?

_____ = _____

1 2 3 4

_____ = _____

1 2 3 4

✓ Include strategy cues.

restoration = _____

use Strategy 3

✓ Suggest clunk and fix-up strategy.

GIST



Get the Gist

Most important Who or What of the section: *Coral reefs in danger*

Important ideas about the Who or What in each paragraph of the section:

- *Acid rain*
- *Carbon dioxide*
- *Fossil fuels*

My gist statement that combines the important ideas, leaves out details, and is about 10 words.

✓ Provide most important who/what and key terms.

GIST



Get the Gist

Most important Who or What of the section: *Importance of coral*

Important ideas about the Who or What in each paragraph of the section:

- *Provide shelter to sea life*
- *Fight disease*

My gist statement that combines the important ideas, leaves out details, and is about 10 words.

✓ Provide most important who/what and key ideas.



Get the Gist

Most important Who or What of the section: **Factory fire in Bangladesh**

Important ideas about the Who or What in each paragraph of the section:

-
-
-

My gist statement that combines the important ideas, leaves out details, and is about 10 words.

The factory fire in Bangladesh _____.

✓ Provide most important who/what and sentence starter.



Get the Gist

Most important Who or What of the section:

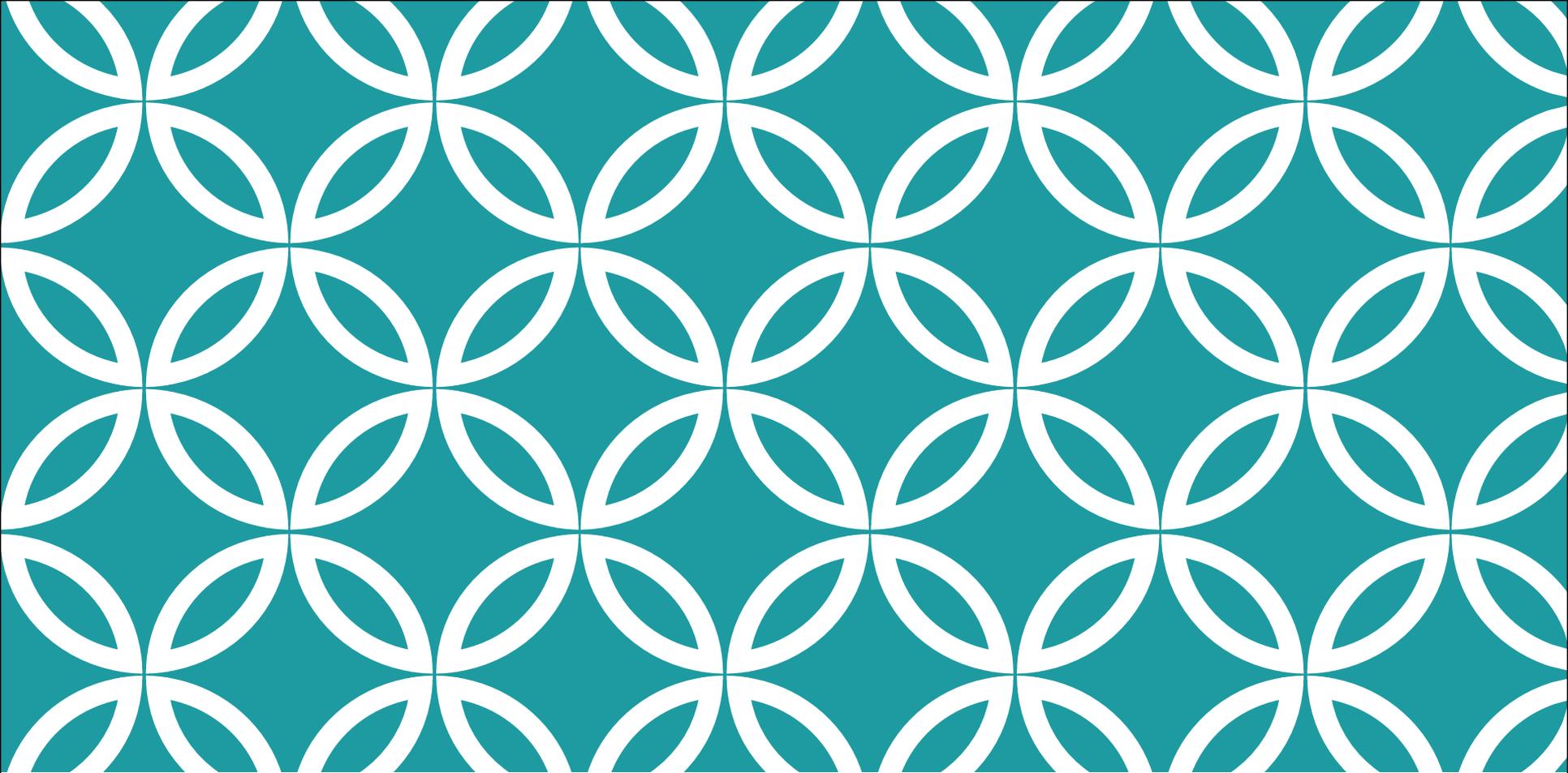
Important ideas about the Who or What in each paragraph of the section:

-
-
-

Word Bank:
David
siblings
pranks

My gist statement that combines the important ideas, leaves out details, and is about 10 words.

✓ Provide a word bank.



AFTER READING SCAFFOLDS

Modify the Learning Log

QUESTIONS



After Reading: Wrap-Up

Questions: (write two Think and Search Questions)

Q: Who was _____ and what did he do?

A:

Q: What changed as a result of _____ ?

A:

- ✓ Pre-determine question type.
- ✓ Provide question starters.

REVIEW

Review: Write a review statement containing the most important information from the passage in 1 or 2 sentences. Be ready to explain why you think this is the most important information.

Word Bank: sibling rivalry fish eyes slapstick teasing David terrorize

- ✓ Provide instructions.
- ✓ Use a word bank.
- ✓ Provide lines for writing.

REVIEW

Review: Write a review statement containing the most important information from the passage in 1 or 2 sentences. Be ready to explain why you think this is the most important information.

Ocean acidification is caused by _____. This threatens corals because _____.

✓ Provide extended sentence starters.

REVIEW

Review: Write a review statement containing the **most important information** from the passage. Then, **highlight in your text** the **evidence** that shows where your ideas came from.

✓ Use the text to justify your review statement.

REVIEW

Write a summary paragraph using the following format.

1. sentence (state the topic of this passage in a complete sentence).
2. Gist 1.
3. Gist 2.
4. Gist 3.
5. Conclusion sentence (connect to purpose):

✓ Use gists to scaffold summary writing.

REVIEW

On the other hand, some types of bullying involve physical violence like hitting, rejecting, or writing harassment notes.

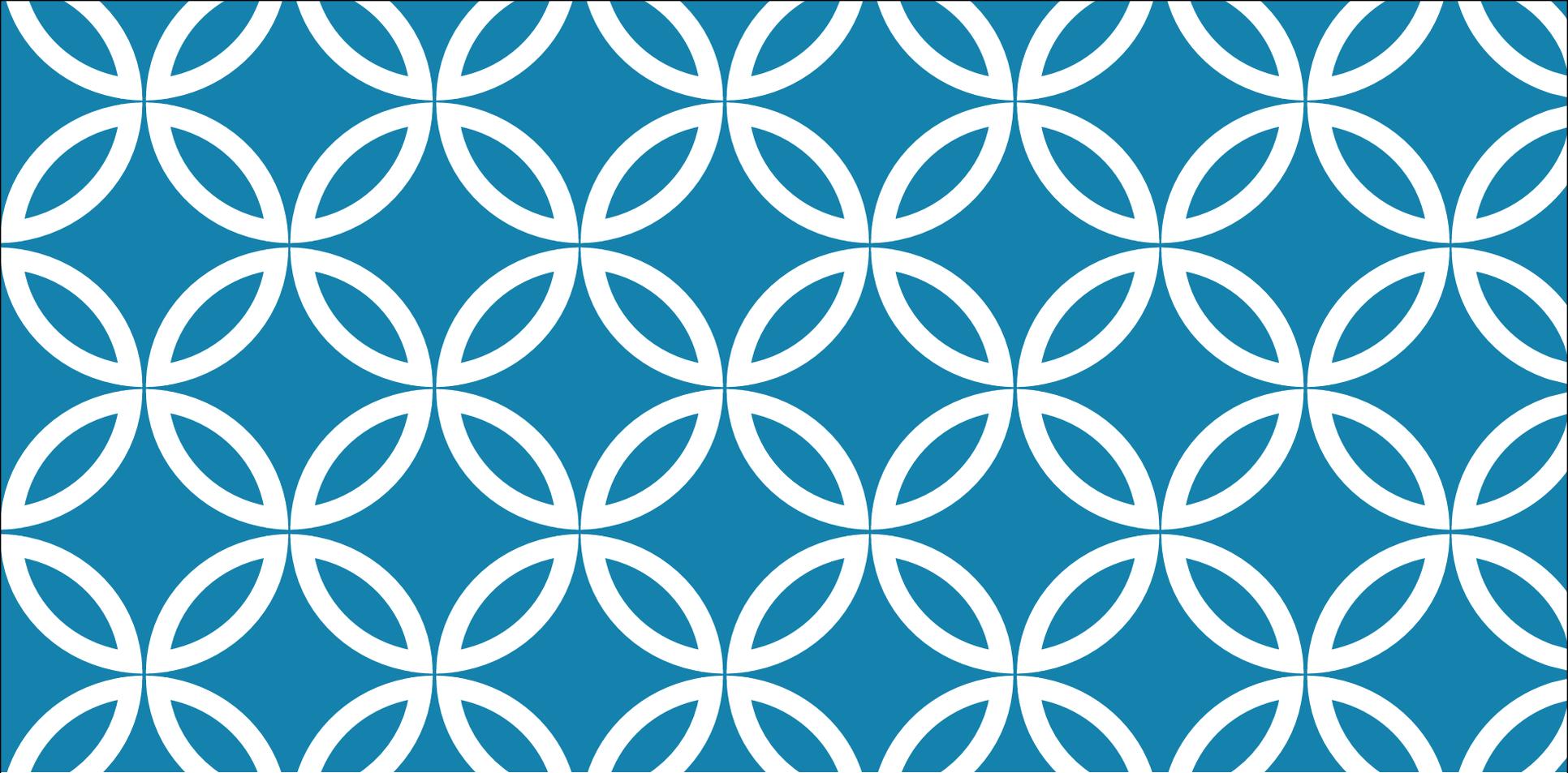
Some bullying involves physical violence like hitting, rejecting, or writing harassment notes.

Some bullying are not physical like name calling, cyberbullying, or sending mean emails.

Bullying is a form of violence that hurts people.

The best way to stand up for bullying is to tell an adult when you see it happening.

- ✓ Provide most important information and have students arrange in order.
- ✓ You might also include details and important information – students have to select which information is the most important.



FINE TUNE STRATEGY USE

A few examples

CLICK AND CLUNK-REVIEW PROCESSES

OBJECTIVE:

Students will deepen understanding of the Click & Clunk strategy by reviewing the process and practicing in partners.

LESSON STEPS:

1. Review the Four Fix-Up Strategies

Refer students to the Clunk Expert card and the resources they have available (prefix list, cognate list, etc...).

2. Model Identifying Clunks and Using the Fix-Up Strategies

Using a select reading, model how to identify clunks by reading aloud, making sure to put the word back into the sentence.

3. Students Use the Handout to Work Through Clunks in Pairs, Using the Fix-Up Strategies

4. Evaluate Clunk Definitions as a Class

Review the handout as a whole group, prompting a few volunteers to share their thought process.

CLICK AND CLUNK-ROLE PLAY

OBJECTIVES:

Students will work collaboratively in CSR groups using a variety of Fix-Up Strategies to identify, discuss, and define clunks.

Students will check the definition of the clunk to see if it makes sense by replacing the clunk with the definition in the sentence.

LESSON STEPS:

1. Teacher Reviews the Four Fix-Up Strategies

2. Students Observe Click & Clunk Role-Play

One student group acts out the role-play and then students discuss in their small groups.

3. Students Work in Collaborative Groups to Define Clunks.

Students work in their small groups to practice the Click & Clunk process.

4. Reflect

STRATEGY OBSERVATION

1. Watch a CSR video with students.
2. Use note catcher to identify student and teacher behaviors.
3. Set goals.
4. Practice.
5. Reflect.

**Note catchers are in the video library with some of the videos. They include “answer keys.”

*Consider videoing a student group and observing as a small group or class.

Question/Topic:

Response / Notes:

What **materials** do the students have on their desks?

What do the students appear to be **doing**?

What are the students **NOT doing**?

What is the overall **volume** in the room?

Can you tell any of **the roles**?

Possible observations are listed below.

What materials do the students have on their desks?	<ul style="list-style-type: none">- Expert Role cards- Learning Logs- Reading- Something to write with
What do the students appear to be doing ?	<ul style="list-style-type: none">- Focusing on <u>Gists</u>- Reading and writing – “most important idea about the topic”- Taking turns sharing <u>gists</u> and listening – “mine was...” – “ok, read yours...”
What are the students NOT doing ?	<ul style="list-style-type: none">- Goofing off- Talking to other groups- Ignoring their group- Talking about topics not related to the reading
What is the overall volume in the room?	<ul style="list-style-type: none">- Pretty quiet- Talking so their group members can hear- Groups around the room are not loud or distracting to others
Can you tell any of the roles ?	<ul style="list-style-type: none">- Gist Expert = girl.- “Ok, so before you write your gist think about the most important idea about the topic... and then write it down.”- She also says, “go ahead and read. We’ll share our <u>gists</u>.”- She listens to the boys’ gist, and helps him improve it (“that doesn’t make sense...you could have written ”)



WHAT QUESTIONS DO YOU HAVE???

**WHAT ARE YOUR NEXT STEPS WITH CSR?
--USE THE CHAT FEATURE.**