COLLABORATIVE STRATEGIC READING

INITIAL TRAINING 2015

WELCOME!

Collaborative
Strategic
Reading
WORKING TOGETHER
USING STRATEGIES
UNDERSTANDING WHAT YOU READ

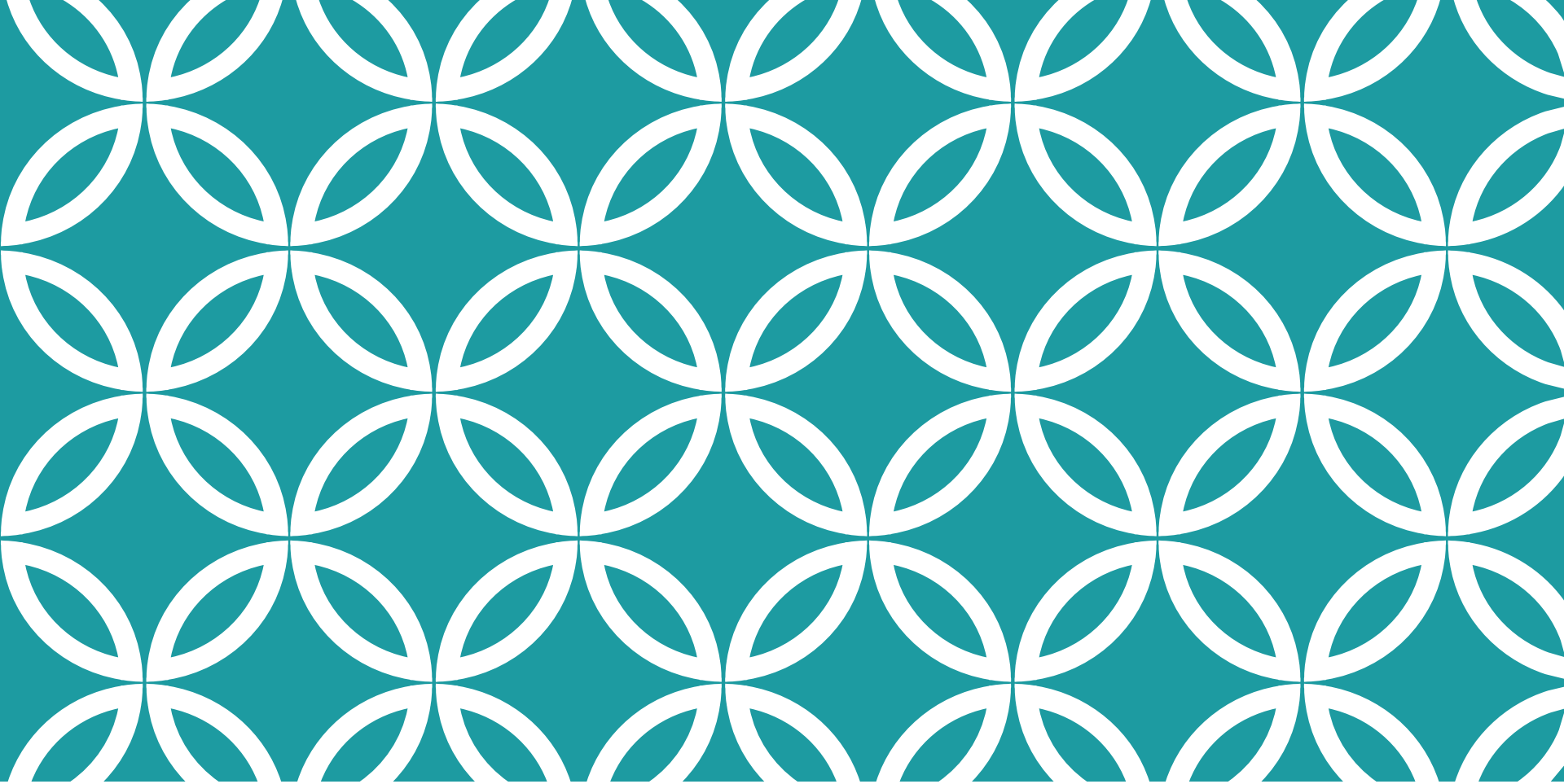
SESSION GOALS

Poll #1 & 2
1. Role
2. Grade Level

Introduce:

- CSR
- Roles for Teachers & Students
- Strategy: CSR Preview
- Classrooms Resources

**FOR THIS SESSION YOU WILL NEED:
A **LEARNING LOG**
THE READING ***EARTH FRIENDLY FABRICS***



WHY CSR?

WHY SHOULD WE TEACH READING COMPREHENSION ACROSS THE CONTENT AREAS?

Observations of classrooms show that little to no time is devoted to **explicit strategy instruction** to support **reading comprehension**.

“Students were prompted to generate the types of ideas that might occur to strategic readers as they read, but were not actually taught the strategies themselves, how to use them or the utility of the strategies” (Pressley, 2006, p. 299).

COMMON CORE EMPHASIS

- Regular practice with complex texts and their academic language, emphasis on expository and non fiction.
- Grow vocabularies through a mix of conversation, direct instruction, and reading.
- Reading, writing, and speaking grounded in evidence from texts, both literary and informational.
- Focus on students' ability to read carefully and grasp ideas based on evidence in the text.
- Students should be able to answer a range of *text-dependent* questions, whose answers require inferences based on careful attention to the text.
- In history/social studies, science, and technical subjects students independently build knowledge in these disciplines through reading and writing.

ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS

(ALSO KNOWN AS "WIDA")

ELD Standards	Abbreviation
1-English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
2-English language learners **communicate information, ideas, and concepts necessary for academic success** in the content area of **Language Arts**	The language of Language Arts
4-English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**	The language of Science
5-English language learners communicate information, ideas, and concepts necessary for academic success in the content area **of Social Studies**	The language of Social Studies

COLLABORATIVE STRATEGIC READING

Before Reading

PREVIEW

1. Engage
Identify the topic.

2. Brainstorm
Connect with what you already know.

3. Set the purpose
Consider the purpose for reading.

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 sentences 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.

CSR Colorado
Read. Lead. Succeed.

CSR IN ACTION

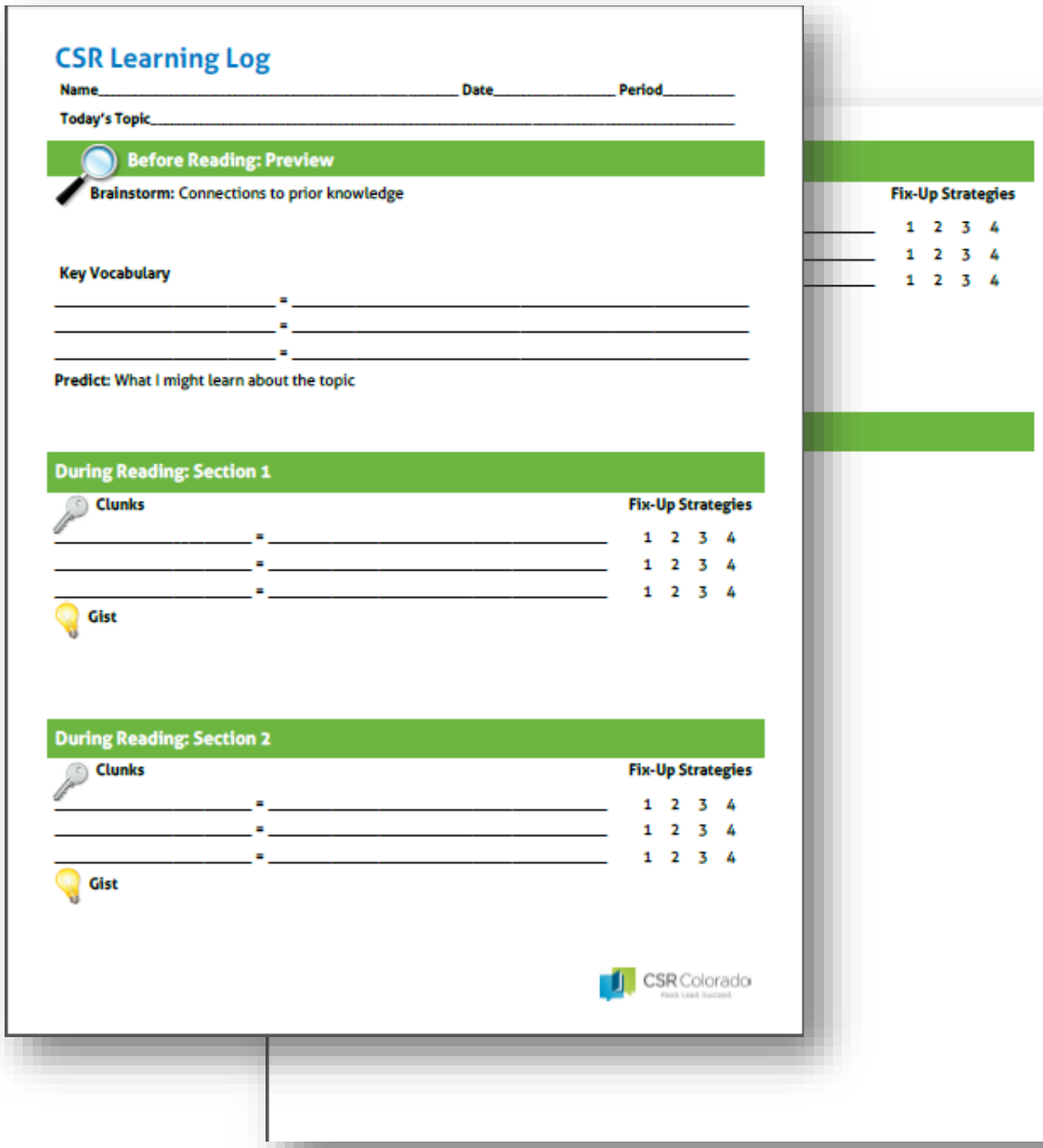
PERSONAL GOALS?

Poll #2

1. What did you see in the video that you would like to see more of in your classroom?

CSR: MATERIALS

Online toolkit offers PD modules and teacher resources, including rubrics for providing feedback, videos of CSR in-action, lesson planning templates, intro strategy mini lessons and much more.



CSR Learning Log

Students keep track of learning "as it happens" and provide a springboard for follow-up activities. Logs support all students to be active participants.

CSR Expert Roles

CSR CUE CARD

CSR Leader

Job Description

The leader's job is to guide the group through all the ste
The leader keeps track of time, keeps the group working
and leads the review.

DURING READING

Read

- Who would like to read the next section?

Click and Clunk

- Write your clunks in your learning log.
- Clunk expert, please help us.

Get the Gist

- It's time to get the gist. Gist expert, please help us.

[Repeat all of the steps in this section]

AFTER READING

Questions

- It's time to ask questions. Question expert, please h

Review

- Now it's time to write the most important ideas in yo

[When everyone is done.]

- Who would like to share?
- Remember to say why your ideas are the most impo

Compliments and Suggestions

- Something that went well today was_____
- Next time we need to work on_____
- Is there anything else that would help us do better

CSR

CSR CUE CARD

Clunk Expert

Job Description

The clunk expert makes sure that students wri
their learning logs. The clunk expert also help
fix-up strategies to figure out the meaning of
or ideas.

DURING READING

Click and Clunk

- Who has a clunk?
- Does anyone know the meaning of the clu

If YES

- Please explain what the clunk means and
- Let's reread the sentence and make sure t
makes sense.

[Check for understanding.]

If NO, Use Fix-Up Strategies

[After you come up with a definit

- Write the definition in your learning log.
- Let's reread the sentence and make sure t
makes sense.

CS

CSR CUE CARD

Gist Expert

Job Description

The gist expert makes sure that all the students in t
their own gists. The gist expert also leads the group
gists and discussing the quality of the gists. High-qu
contain the topic (the most important "who" or "wha
important information about the topic. Gists should
words.

DURING READING

Get the Gist

- What is the most important "who" or "w
section?

[Ask students to share.]

- Everyone, think of your own gist and w
learning log.

[When everyone is done...]

- Who would like to share their gist?

*[Help your group discuss the quality of eac
and support your group in improving t
An option is to come up with a group gist
the most important information, leaves o
and contains about 10 words.*

CS

CSR CUE CARD

Question Expert

Job Description

The question expert guides the group in coming up with questions that address important information from the reading. The question expert makes sure that students ask different levels of questions. The question expert checks to see that all students write questions and answers.

DURING READING

Wrap Up

- Let's think of some questions to check whether we really understood what we read. Write your questions and the answers in your learning log.
- Remember to write different types of questions:

  a. "Right there"

  b. "Think and search"

  c. "Author and you"

[After everyone is finished writing questions, ask:]

- Who would like to share his or her best question?

[Check that the question begins with "who," "what," "when," "where," "why," or "how."]

- Who would like to answer that question?
- Where did you find the information to answer that question?

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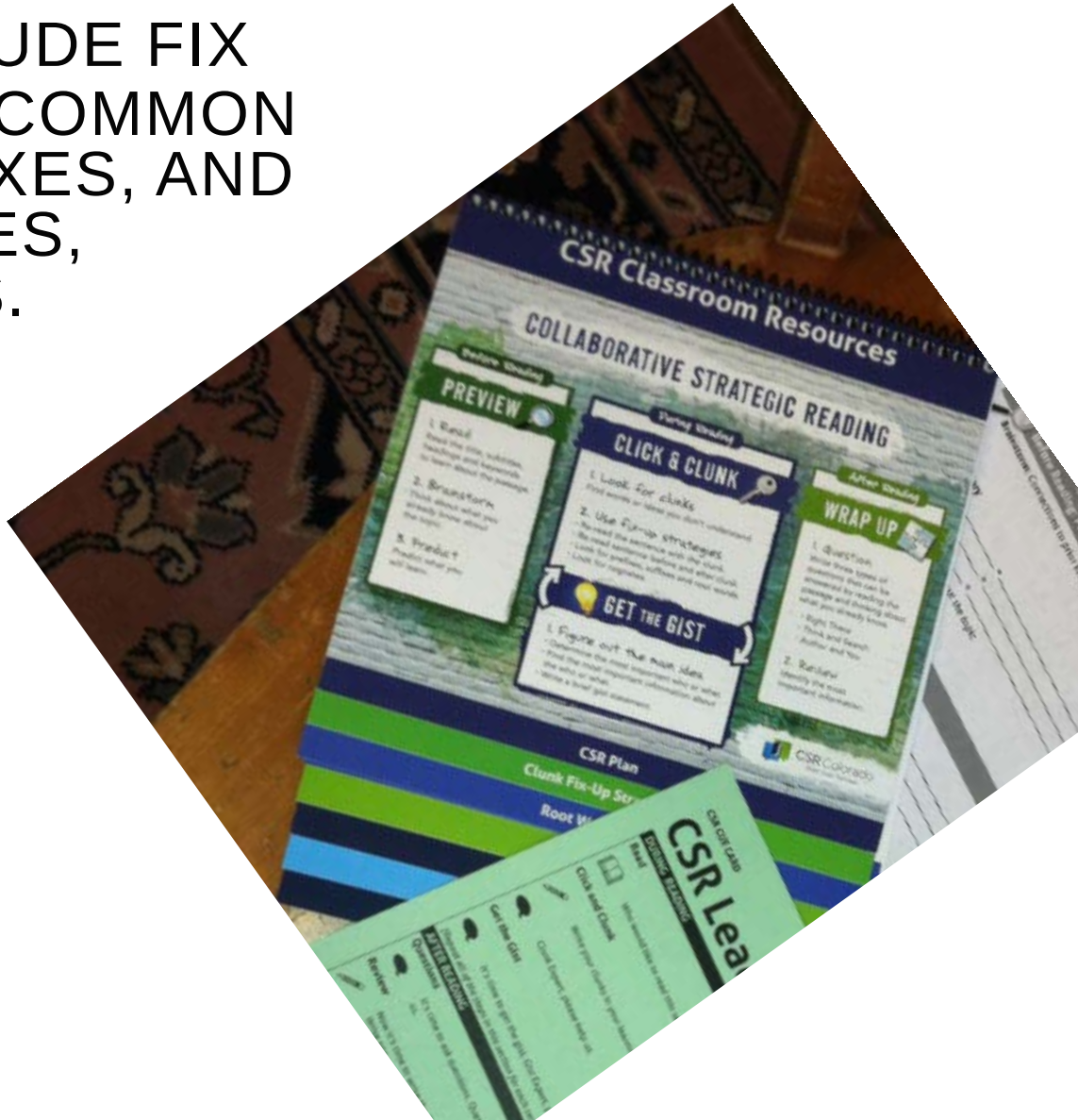
STUDENT FLIP BOOKS INCLUDE FIX UP STRATEGIES, COMMON PREFIXES, SUFFIXES, AND ROOTS, COGNATES, QUESTION TYPES.



CSR: STUDENT GOALS

To increase conceptual learning and the acquisition of content knowledge in ways that maximize students' involvement.

To enhance ELLs' language acquisition and increase opportunities to use academic language.

To engage in productive discussions about challenging academic text-based content.

To increase academic self-efficacy.

To provide access to the general education curriculum for struggling readers and students with disabilities.

To enhance reading comprehension for all students, and particularly struggling readers.

CSR: TEACHER GOALS

Increase response opportunities for students during teacher-led whole group instruction.

Increase student-to-student interaction through student-led cooperative learning groups.

Provide feedback to students that:

- Reinforces content learning.
- Encourages high quality reading strategy use.
- Promotes peer collaboration.

CSR: TEXT SELECTION

Consider your purpose for reading. A key purpose should be understanding text.

CSR was primarily designed to be used with expository text.

Initially, select reading material that is conducive to strategy application. Such material is characterized by:

- Main ideas present (*not* just lists of information).
- Providing context that helps students connect information.
- Interesting and meaningful.

The best texts for CSR are integrated into your curriculum or units of study.

- Text book sections, primary source materials, articles

Divide text into about three sections (usually one day of reading or about 50 min).

EXAMPLE TEXT: EARTH FRIENDLY FABRICS

Earth-Friendly Fabrics

Emily Sohn

SECTION #1

Shopping for clothes involves tricky decisions about fit, color, style, and price. And if a growing number of companies have their way, you'll soon start checking labels for another key detail: environmental impact. Earth-friendly fabrics are in. It's already possible to buy shirts made from bamboo and socks made from corn. Shopping malls of the future might also carry clothes made from chicken feathers or rice straw.

Clothes made from Earth-friendly fabrics may soon hang in your closet.

The companies that make such fabrics are interested in sustainable development. This means trying to provide things that people need while protecting natural resources and preserving biodiversity.

" A fully sustainable business would be one that creates no negative impact on the environment," says Gordon Rands. Scientists are now looking for new ways to make fabrics for clothes that are good both for your image and for Earth.

ECTION #2

Born in the lab

Making clothes and shoes traditionally involves harsh chemicals and lots of energy. Some fabrics, such as cotton, leather, and wool, begin as plants or animal parts. But that doesn't mean they're gentle on the environment. Cotton plants, for instance, are often smothered with noxious chemicals to keep away bugs and weeds.

Other fabrics are born in laboratories, where scientists create molecules called polymers and make synthetic (human-made) materials such as Polyester. Textile companies weave or knit synthetic threads into fabrics that are remarkably silky, sturdy, and quick to dry. The problem, from an environmental viewpoint, is that most synthetic fibers are made from petroleum, which must be extracted from the ground. Accessing, transporting, and processing oil is expensive, and the supply is limited. Still, petroleum-based materials appear in exercise clothes, shoe soles, plastic zippers, buttons, dyes, and thousands of other products.

To overcome this reliance on petroleum, some companies have experimented with creating materials from substances such as corn sugar, then weaving the resulting threads into fabrics. Other companies have developed products from recycled materials.

ECTION #3

Clothes from waste

In the past few years, scientists have figured out how to make yarn out of cornhusks, chicken feathers, and rice straw (part of the rice plant). All three are agricultural by-products that usually end up in the trash. "We already have a problem with how to get rid of [these waste products]," Yang says. "Instead, let's use them to make beautiful materials." The process involves chemical reactions that break down the raw materials into fibers, followed by cleaning. The scientists then spin the fibers into yarn, which they use

CSR STRATEGIES: PREVIEW

What is CSR Preview?

5-10 minutes

1. Teacher states the topic.
2. Students brainstorm and write what they already know. Students *share* with their partner or small group.
3. Teacher builds background knowledge.
4. Teacher may choose to present important vocabulary and concepts.
5. Teacher states the purpose for reading.

When is Preview used? Preview occurs once, *before* reading.

WHY IS PREVIEW IMPORTANT?

Brainstorming to access background knowledge:

- Activates schema that aides understanding and memory
- Helps students make connections.
- Alerts the teacher to students' misconceptions.

Building background knowledge:

- Is important when students lack information.
- Is a critical teacher role.

Pre-teaching key vocabulary:

- Provides explicit instruction, with visuals and other tools to contextualize learning
- Increases the number of exposures to key terms
- Draws attention to important ideas

FILL IN THE BLANKS

The problems that confront **p_____** in raising **ch____** from **in____** to adult life are not easy to **____**. Both **f____** and **m_____** meet with many **di___** in their concern for satisfactory **pro___** from the **e____** stage to later life. It is important that young **ch____** have plenty of **s____** and good **f____** for healthy growth. **B___** and **g____** should not occupy the same **b____** or sleep in the same **r____**. They are often afraid of the **d____**.

Poll #4

The problems that confront poultrymen in raising chickens from incubation to adult life are not easy to summarize. Both farmers and merchants meet with many difficulties in their concern for satisfactory promotion from the egg stage to later life. It is important that young chicks have plenty of sunshine and good feed for healthy growth. Banties and geese should not occupy the same barnyard or sleep in the same roost. They are often afraid of the dark.

PREVIEW: GUIDED PRACTICE
EARTH-FRIENDLY FABRICS

**YOU NEED A LEARNING LOG AND THE READING "EARTH FRIENDLY FABRICS"

PREVIEW

1. **State the topic and connect to class content or curriculum.**
   - *"Today's topic is: Earth friendly fabrics. We have been studying earth's resources. Today we will learn about clothing that protects earth's resources."*

- 1 min to write what you know.
- 2 min to share

2. **Brainstorm:**
   - *"What do you already know about fabrics that are earth friendly." OR*
   - *"What kinds of activities are earth friendly?"*

3. **Build background knowledge as needed.**
   - "Earth friendly clothes don't harm the earth and we'll learn about how that happens today." [show example...].

4. Present 1 to 3 important proper nouns or key vocabulary concepts.

-Use visuals or demonstration.

-Point out terms in text.

biodiversity = variety of life on earth

5. Set the Purpose (connect to unit goal/lesson objective)

"As you read, consider how earth friendly fabrics can protect earth's resources."

END PREVIEW

Next, students begin to read the text.

WHICH WORDS SHOULD YOU PRE-TEACH?

- *Biodiversity* (key concept)

In **Social Studies:**

- *Sustainable development* (key concept; discipline specific academic language)

In **Science:**

- *Molecules* or *Polymers* (discipline specific academic language)

In a classroom with **English Learners:**

- *Fabrics* (May be **unfamiliar to ELs;** also has a false cognate which can be confusing—*fabrica* means factory in Spanish.)
- *Earth-friendly* (**culturally specific; key concept**)

HOW DO I WRITE A BRAINSTORM PROMPT?

- Basic brainstorm prompt:
  - *What do you already know about [topic]?
- Lesson on the merging of humans and technology:
  - *1. What do you know about the increasing ability of technology?* (requires students to make a **content connection**) or
  - *2. How can technology make your life easier?* (allows students to make a personal connection to the content).

- Brainstorm is a low stakes entry into the topic:
  - EVERYONE makes a connection to something they know related to the topic.
  - EVERYONE shares with a partner or their small group.

RECAP: TEACHER'S ROLE IN PREVIEW

1. Help students access relevant background knowledge and make connections with previous learning and their everyday lives.
2. Build background knowledge important for understanding content.
3. Consider leading a more in-depth preview at the beginning of a new unit or long reading.
4. Introduce key ideas, vocabulary, or important proper-nouns.
5. Ask students to share their ideas with a partner or in their CSR small groups after brainstorming.
6. Monitor closely and provide feedback as needed when students brainstorm.
7. Set the purpose for reading by connecting to unit goal/lesson objective.

FOR NEXT TIME:
1. LOG IN TO THE CSR ONLINE TOOLKIT
2. TRY PREVIEW IN YOUR CLASSROOM

http://toolkit.csrcolorado.org/

LOGIN – create an account

1. TO REVIEW PREVIEW – SEE CSR FOUNDATIONS PD: PREVIEW

2. FOR PREVIEW INTRO LESSON FOR STUDENTS – GO TO CLASSROOM RESOURCES: STRATEGY INTRO LESSONS

ABOUT CSR | CSR FOUNDATIONS PD | CSR ADVANCED PD | CLASSROOM RESOURCES

- Orientation
- Student Materials
- Teacher Materials
- Video Library
- Strategy Intro Lessons
- Strategy Practice
- Promethean Resources
- Teacher Tips
- FAQs

We'd love to hear from you!

Strategy Intro Lessons

We recommend introducing CSR to your students by **teaching one strategy at a time**.

Each Strategy Intro Lesson provides an opportunity for students to learn and practice a new strategy by themselves and in pairs or small groups.

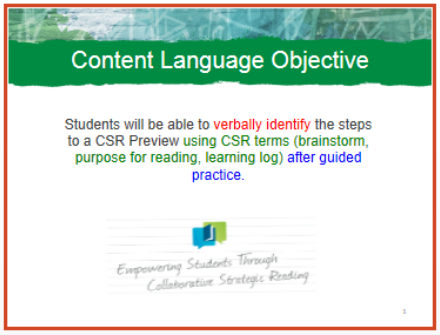
The Strategy Intro Lessons use a standard reading applicable to 5th – 9th graders. You can **change the reading** and **adjust sections of the lesson and lesson templates** to fit your curricular needs.

Learn more about Strategy Intro Lessons on this FAQ page.

Preview:

- Strategy Intro Lesson Guide
- PowerPoint Lesson
- Strategy Intro Lesson Reading

PREVIEW INTRO LESSON



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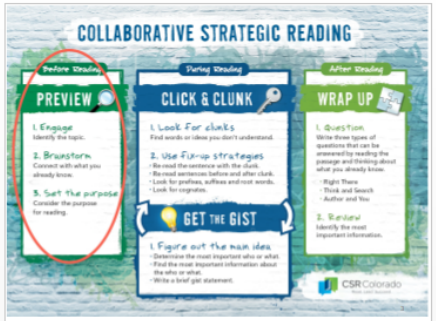

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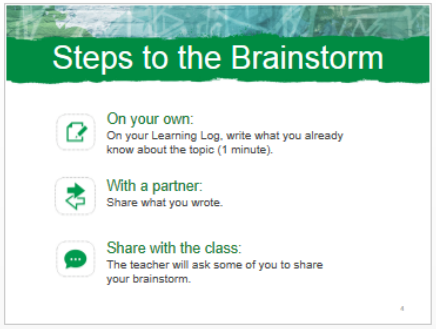

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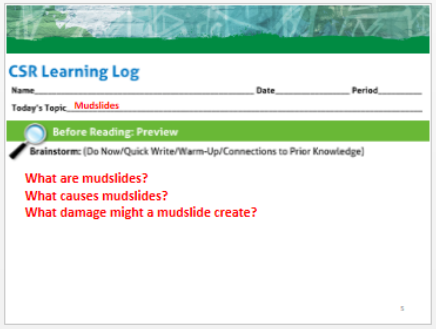

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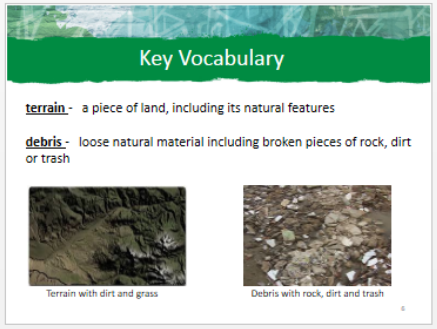

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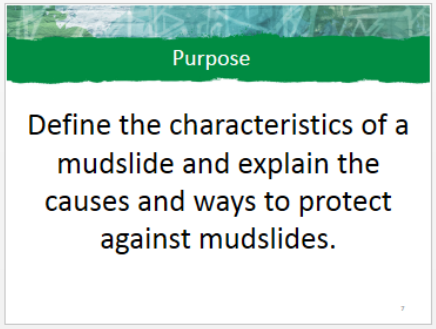

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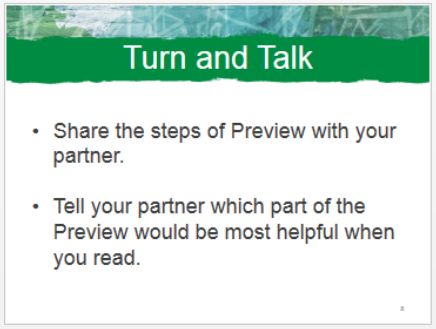

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*Includes student handouts and lesson guide

WHAT QUESTIONS DO YOU HAVE???

SEE YOU ON OCT. 29
-DEBRIEF PREVIEW
-INTRO TO CSR STRATEGY: *CLICK AND CLUNK*