



**COLLABORATIVE STRATEGIC
READING
INITIAL TRAINING 2015**

WELCOME!

Collaborative **S**trategic **R**eading

WORKING TOGETHER

USING STRATEGIES

UNDERSTANDING
WHAT YOU READ

SESSION GOALS

Introduce:

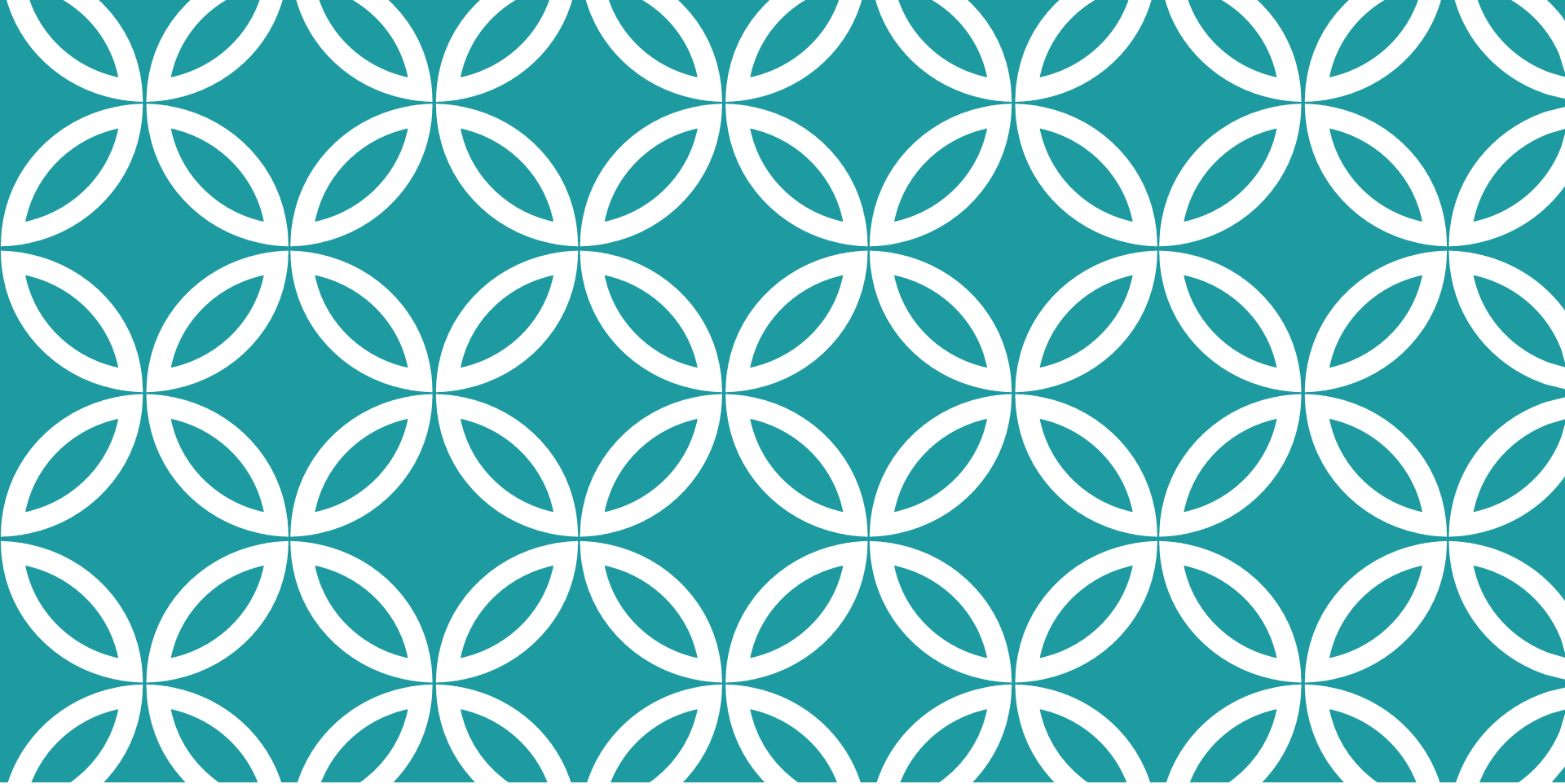
- CSR
- Roles for Teachers & Students
- Strategy: CSR Preview
- Classrooms Resources

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



Poll #1 & 2

1. Role
2. Grade Level



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

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 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

Name _____ Date _____ Period _____

Today's Topic _____

Before Reading: Preview


 **Brainstorm:** Connections to prior knowledge

Key Vocabulary

_____ = _____
_____ = _____
_____ = _____

Predict: What I might learn about the topic


During Reading: Section 1

 **Clunks** Fix-Up Strategies

_____ = _____ 1 2 3 4
_____ = _____ 1 2 3 4
_____ = _____ 1 2 3 4

 **Gist**

During Reading: Section 2

 **Clunks** Fix-Up Strategies

_____ = _____ 1 2 3 4
_____ = _____ 1 2 3 4
_____ = _____ 1 2 3 4

 **Gist**

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.

Fix-Up Strategies

_____ 1 2 3 4
_____ 1 2 3 4
_____ 1 2 3 4

CSR Expert Roles

CSR CUE CARD

CSR Leader

Job Description

The leader's job is to guide the group through all the steps. 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 help us.

Review

- Now it's time to write the most important ideas in your learning log.
[When everyone is done,]
- Who would like to share?

- Remember to say why your ideas are the most important.

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 next time?



CSR CUE CARD

Clunk Expert



Job Description

The clunk expert makes sure that students write in their learning logs. The clunk expert also helps with fix-up strategies to figure out the meaning of words or ideas.

DURING READING

Click and Clunk

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

IF YES

- Please explain what the clunk means and why it's important.
- Let's reread the sentence and make sure it makes sense.

[Check for understanding.]

IF NO, Use Fix-Up Strategies

[After you come up with a definition...]

- Write the definition in your learning log.
- Let's reread the sentence and make sure it makes sense.



CSR CUE CARD

Gist Expert



Job Description

The gist expert makes sure that all the students in the group write their own gists. The gist expert also leads the group in discussing the quality of the gists. High-quality gists contain the topic (the most important "who" or "what" information about the topic. Gists should be 10 words or less).

DURING READING

Get the Gist

- What is the most important "who" or "what" information in this section?
[Ask students to share.]

- Everyone, think of your own gist and write it in your learning log.
[When everyone is done...]

- Who would like to share their gist?

[Help your group discuss the quality of each other's gists and support your group in improving them. An option is to come up with a group gist that contains the most important information, leaves out unnecessary details, and contains about 10 words.]



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

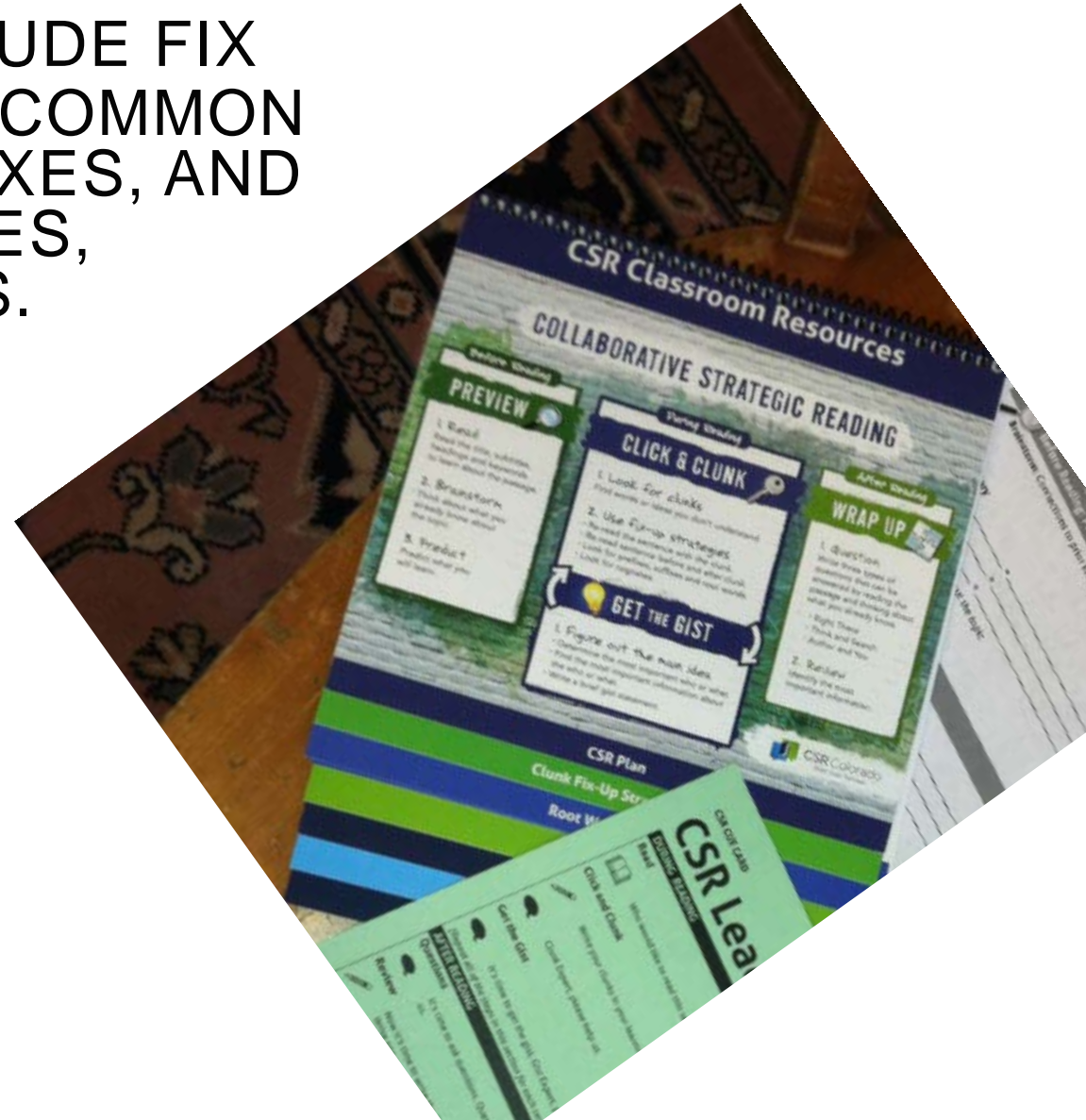
Wrap Up

- 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?

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.

SECTION #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.

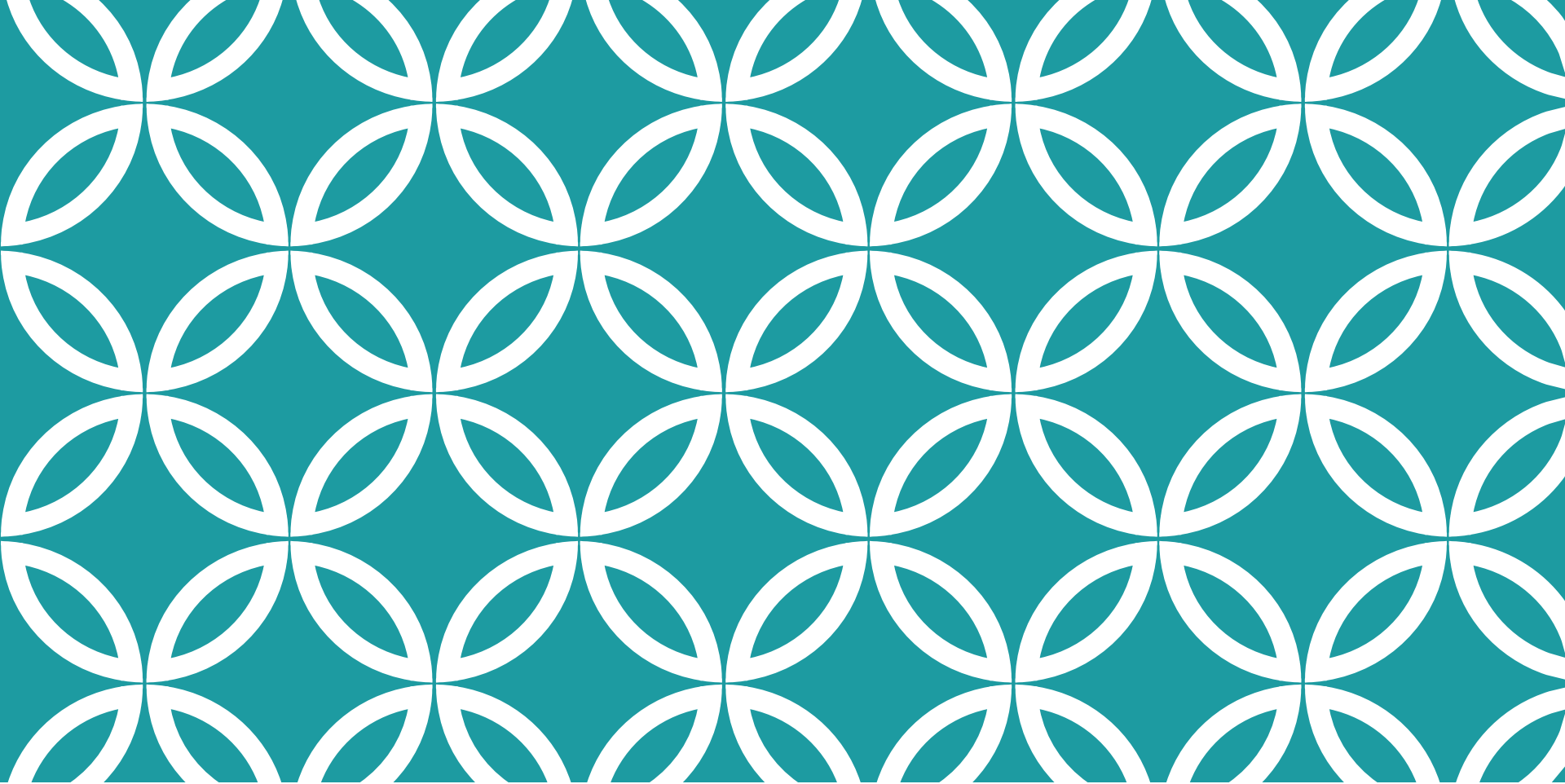
SECTION #3

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

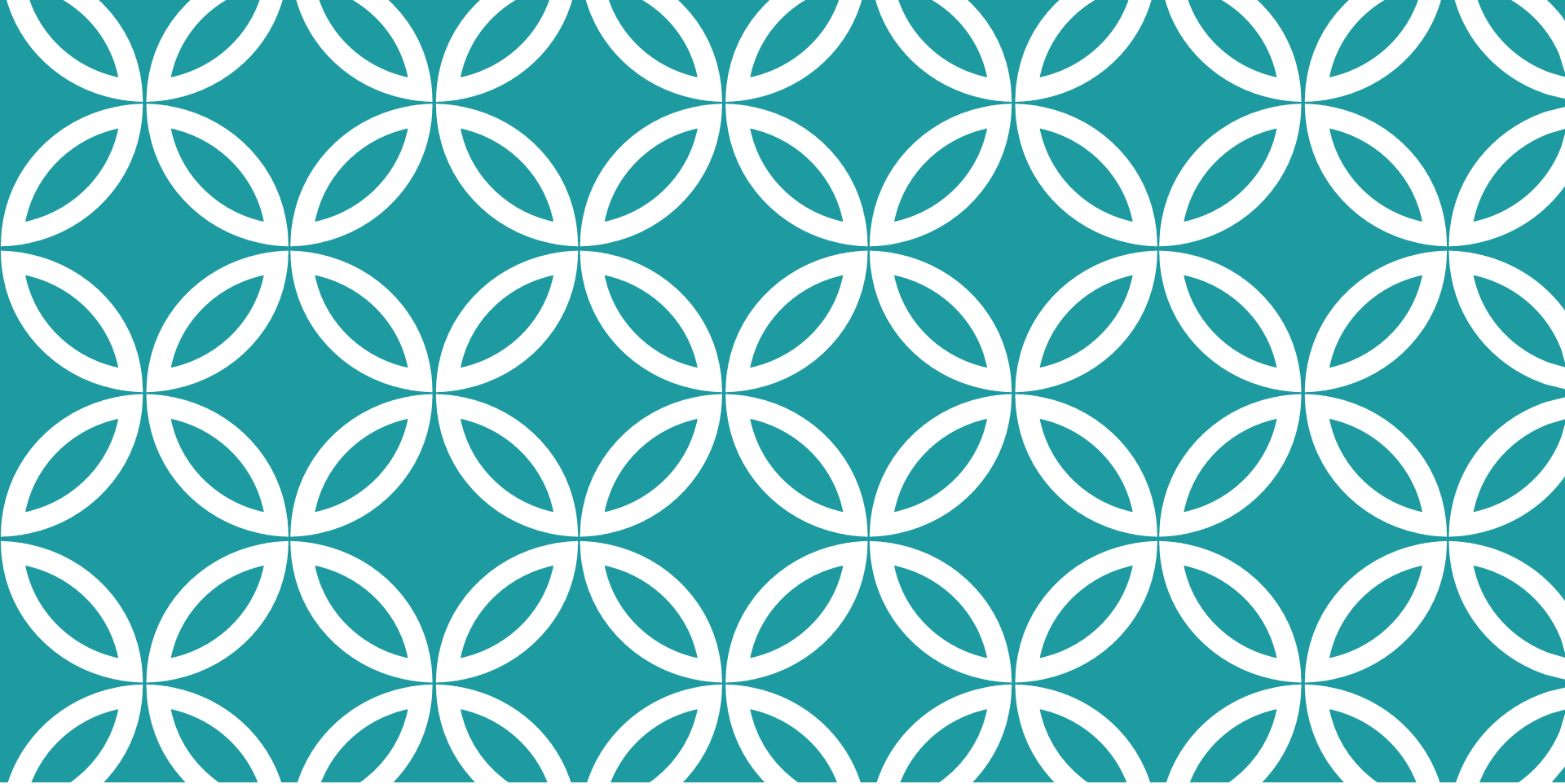
FILL IN THE BLANKS

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.”*



- 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...].*

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

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/>

The screenshot shows the homepage of the Collaborative Strategic Reading Toolkit. At the top, three blue boxes with white text are connected by lines: "Engaged in Meaningful Discussions", "Focused on the Content", and "Guided by the Strategies". Below this is the title "Collaborative Strategic Reading" in a large, colorful font, followed by the subtitle "an innovative, effective approach to reading comprehension". A green heading "Welcome to the CSR Toolkit!" is followed by a paragraph: "Log in to access FREE: classroom resources, professional development modules, and video examples of CSR." The bottom section is a white login box titled "CSR Toolkit Login" containing an "Email address" field, a "Password" field, a green "LOG ON" button, a "Remember me" checkbox, and a "Forgotten password" link.

Engaged
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Collaborative Strategic Reading

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CSR Toolkit Login

Email address

Password

LOG ON

Remember me [Forgotten password](#)

LOGIN – create an account

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

The screenshot shows the CSR Colorado website interface. At the top, there is a navigation bar with the CSR Colorado logo (tagline: Read. Lead. Succeed.), The Bueno Center logo (tagline: for multicultural education), and Denver Public Schools logo (tagline: Discover a World of Opportunity). Below the navigation bar are four tabs: ABOUT CSR, CSR FOUNDATIONS PD, CSR ADVANCED PD, and CLASSROOM RESOURCES. The main content area features a sidebar on the left with links: About the CSR Toolkit, Using the CSR PD Modules, Print & Favorites Features, and Earning PD Credit. The main content area is titled "My PD Dashboard" and includes a photograph of a teacher and student. Below the title, there is introductory text: "Become familiar with Collaborative Strategic Reading by exploring the pages in the menu above, [About CSR](#). When you're ready to learn more, see the tabs on the left. You can begin the CSR Professional Development (PD) Modules at any time." and "This page displays your progress through the CSR PD modules. It also includes quick access to any pages you select as 'favorites.'" Below this text are three tabs: CSR FOUNDATIONS PD, CSR ADVANCED PD, and FAVORITES. At the bottom, there is a "Preview" button next to a circular icon.

my Dashboard | My Account | Logout

CSR Colorado
Read. Lead. Succeed.

THE BUENO CENTER
for multicultural education

DENVER PUBLIC SCHOOLS
Discover a World of Opportunity™

ABOUT CSR CSR FOUNDATIONS PD CSR ADVANCED PD CLASSROOM RESOURCES

About the CSR Toolkit

Using the CSR PD Modules

Print & Favorites Features

Earning PD Credit

We'd love to hear from you!

My PD Dashboard

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CSR FOUNDATIONS PD CSR ADVANCED PD FAVORITES

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

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



We'd love to hear from you!



PREVIEW INTRO LESSON

Content Language Objective

Students will be able to **verbally identify** the steps to a CSR Preview using CSR terms (brainstorm, purpose for reading, learning log) **after guided practice**.



WHY DO WE READ?

What are some of the reasons people read?



COLLABORATIVE STRATEGIC READING

The diagram illustrates the CSR process in three stages: Before Reading, During Reading, and After Reading. The "Before Reading" stage includes "PREVIEW" (Engage, Brainstorm, Set the purpose) and "GET THE GIST". The "During Reading" stage includes "CLICK & CLUNK" (Look for clunks, Use fix-up strategies) and "GET THE GIST". The "After Reading" stage includes "WRAP UP" (Question, Right There, Think and Search, Author and You) and "GET THE GIST". A red circle highlights the "PREVIEW" section.

Steps to the Brainstorm

- On your own:**
On your Learning Log, write what you already know about the topic (1 minute).
- With a partner:**
Share what you wrote.
- Share with the class:**
The teacher will ask some of you to share your brainstorm.

CSR Learning Log

Name _____ Date _____ Period _____

Today's Topic: **Mudslides**

Before Reading: Preview

Brainstorm: (Do Now/Quick Write/Warm-Up/Connections to Prior Knowledge)

- What are mudslides?
- What causes mudslides?
- What damage might a mudslide create?

Key Vocabulary

terrain- a piece of land, including its natural features

debris- loose natural material including broken pieces of rock, dirt or trash



Terrain with dirt and grass



Debris with rock, dirt and trash

Purpose

Define the characteristics of a mudslide and explain the causes and ways to protect against mudslides.

Turn and Talk

- Share the steps of Preview with your partner.
- Tell your partner which part of the Preview would be most helpful when you read.

*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*