

**COLLABORATIVE STRATEGIC
READING
INITIAL TRAINING 2015**

Webinar Session #4
Wrap Up

SESSION GOALS

- Review Get the Gist – How did it go?
- CSR Strategies: Wrap Up (Questions & Review)
- Classrooms Resources

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 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.

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 clunks 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 is 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" 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:
 - "Right there"
 - "Think and search"
 - "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?



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.



Steps for Click and Clunk

1. While reading, monitor your understanding.
2. After reading a section of text, stop and identify any words or ideas that you do not understand (clunks). Write your clunks in your learning log.
3. Work with your group to use fix-up strategies to figure out the meaning of the unknown words or ideas. Circle the strategy(ies) in your learning log.
4. Put the definition back in the sentence to be sure it makes sense.

Steps to Get the Gist

1. Name the “who” or “what” the paragraph is mostly about.
2. Identify the most important information about the “who” or “what”.
3. Write the gist in *about* 10 words.

WHAT DO YOU THINK?

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

- How did CSR Get the Gist go when you tried it in your classroom?
- What questions do you have?
- What tips can I offer?





What is Wrap up?

1. Question Generation:

- Think of important questions and write them in your learning log.
- Write questions and answer questions.
- **Ask and answer questions with your group.**

2. Review:

- Think about what you just read.
- Write the most important ideas from the passage.
- **Share with your group. Provide evidence to support your ideas.**
- Teacher leads a whole class wrap-up.

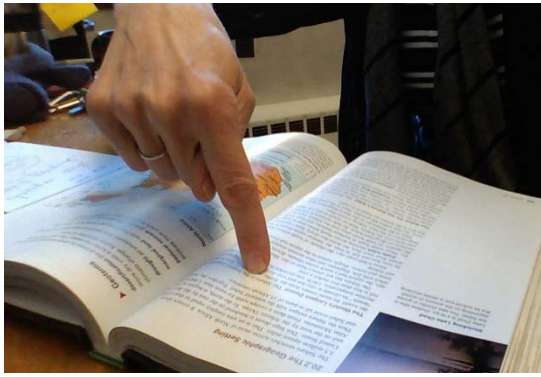


WHEN IS WRAP UP USED?

Wrap Up occurs only once during a CSR lesson, after students have finished reading the day's text.

WHY DO A WRAP-UP?

- Asking and answering questions helps students to identify main ideas, summarize text, monitor their understanding, integrate information from different parts of the text, apply higher-level thinking skills (e.g., making inferences), and remember what they read.
- Teaching students to review the most important information they learned helps them to remember what they have read. Asking students to justify their responses helps students to be more active, engaged readers and requires higher level thinking.

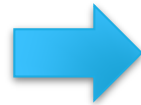


Question Type

Right There:
Answer is “right there” in the text.

Skill Practiced

Remembering facts
Learning new content
Focusing on most important information



Think and Search: Answer is found in more than one place in the text.

Remembering information
Learning new content
Remembering several events in a sequence
Integrating information
Synthesizing information



Author and You:
The answer is in the text and in your head.

Writing and answering inference questions (e.g. What does the passage suggest about the use of land?)
Making connections

WHY IS QUESTION GENERATION IMPORTANT?

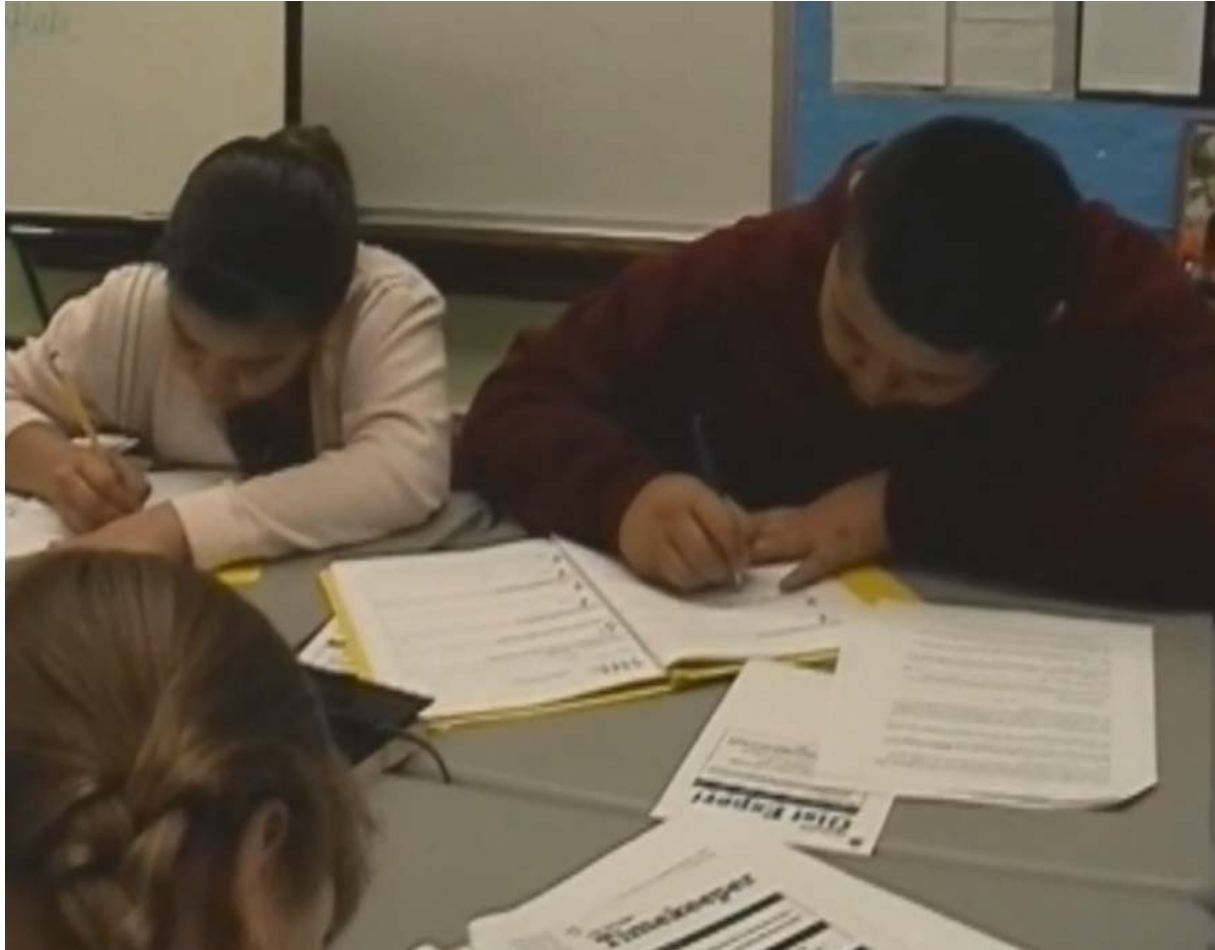
Question generation:

- Provides opportunities to use academic language, including new vocabulary learned in the passage.
- Promotes higher level thinking.
- Helps students review the content they have learned, aiding memory.
- Supports the use of text structure to find information.
- Helps students gain a sophisticated understanding of the text through different levels of questioning.

Student language functions categorized by Bloom's Taxonomy



CSR QUESTIONING IN ACTION



What's That Smell?

Have you ever remembered something with your nose? Maybe the smell of hot dogs gets you daydreaming about being at a baseball game. Or the smell of burnt marshmallows reminds you of a night around a campfire. Scientists know that the sense of smell can trigger powerful memories. Wouldn't it be cool to somehow bottle those memories? That's exactly what perfumer Mark Crames tries to do. His company, Demeter Fragrance, makes more than 200 scents.

Perfume scented with your favorite memory.



"Imagine every smell in the world as a musical note," Crames told TFK. "We try to combine those notes to make a melody." He has created perfumes inspired by Play-Doh, thunderstorms, and even earthworms!

(From: Time For Kids: World Report, May 2, 2008, Volume 13, Issue 26.)

QUESTION ANSWER RELATIONSHIPS (QAR): QUESTION TYPES

Right There: The answer is easy to find in the reading. The words used to make up the question and the words used to answer the question are right there in the same sentence. Answering “right there” questions is usually easy and requires little thinking or effort.

Q: According to the author, baseball might remind you of what smell?

A: The smell of hot dogs might remind you of baseball.



WHAT'S THAT SMELL?

Have you ever remembered something with your nose? **Maybe the smell of hot dogs gets you daydreaming about being at a baseball game.** Or the smell of burnt marshmallows reminds you of a night around a campfire. Scientists know that the sense of smell can trigger powerful memories. Wouldn't it be cool to somehow bottle those memories? That's exactly what perfumer Mark Crames tries to do. His company, Demeter Fragrance, makes more than 200 scents.

"Imagine every smell in the world as a musical note," Crames told TFK. "We try to combine those notes to make a melody." He has created perfumes inspired by Play-Doh, thunderstorms, and even earthworms!

QUESTION ANSWER RELATIONSHIPS

(QAR): QUESTION TYPES

Think and Search: The answer to the question is in the reading. The answer is made up of information that comes from more than one sentence or paragraph. You have to put together information from different parts of the reading to find the answer.

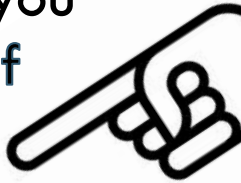
Q: How did the scientists and perfume makers work together?

A: Scientists know smells are related to memories and so the perfume maker decided to make those scents into perfumes you can buy.

WHAT'S THAT SMELL?

Have you ever remembered something with your nose? Maybe the smell of hot dogs gets you daydreaming about being at a baseball game. Or the smell of burnt marshmallows reminds you of a night around a campfire. Scientists know that the sense of smell can trigger powerful memories. Wouldn't it be cool to somehow bottle those memories? That's exactly what perfumer Mark Crames tries to do. His company, Demeter Fragrance, makes more than 200 scents.

"Imagine every smell in the world as a musical note," Crames told TFK. "We try to combine those notes to make a melody." He has created perfumes inspired by Play-Doh, thunderstorms, and even earthworms!



QAR QUESTION TYPES (CONT.)

The Author and You: The answer to the question is not in the reading. Think about what the author tells you and what you already know. Connect to purpose/essential question/CLO.

Q: What would persuade you to buy a memory perfume?

A: I would buy a perfume if it smelled like a root beer float because I used to drink them with my grandmother and that is a memory that I have a strong connection to.

[*connected to LA unit's essential question related to persuasion]...

Question Expert

The Question Expert will:

- guide the group in coming up with questions that address important information from the reading.
- check to see that all students write questions and answers.
- make sure that students ask each other different levels of questions.

AFTER READING

Wrap Up



Let's think of some questions to check whether we really understood what we read.



Independently, write your questions and the answers in your learning log:

1. "Right There"
(The answer is found "right there" in one sentence of the text.)
2. "Think and Search"
(The answer is found by searching in several different parts of the text.)
3. "Author and You"
(The answer is found in your head and in the text.)

AFTER READING



Discussion

[All students ask and answer questions]

- *(Name)*, please ask the group your best question.
- Who can answer the question?
- Use textual evidence to explain your thinking.
- *(Name)*, can you add on to his/her answer.



Feedback

- Which of our questions connect to the purpose for reading today?
- Which of our questions help us review important information from the text?
- Leader, please guide us in the review.

© Klingner, et al. (2012). *Now We Get It*. Wiley



EARTH FRIENDLY FABRICS SECTION TWO

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.

Write one question and the answer: Note the question type (RT, T&S, A&Y). Use the **chat feature** to post your question.

EXAMPLES OF STUDENT QUESTIONS

Proficient

What are three items used to make organic yarn?

What's the difference between organic clothes and man-made clothes?

Why might some companies not want to provide earth friendly fabrics?



Questions
focus on
important
info

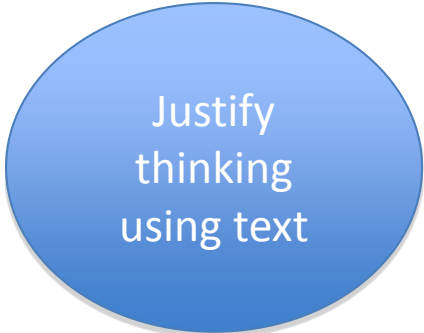
NOT Proficient

Who is involved with this?

Where do people make clothes?

Where is this taking place?

Who wrote this article?



Justify
thinking
using text

EVALUATE THE QUALITY OF STUDENTS' QUESTIONS...

	3	2	1
Generate, Ask, and Answer Questions	<ul style="list-style-type: none">• Each question and answer relates to the text.• Questions refer to important information in the text.• Each question has an answer.• Questions and answers are written in complete sentences.• Questions are written in question format	<ul style="list-style-type: none">• Some questions are important and some are not.• Some questions are not answered• Some questions are written in incomplete sentences.	<ul style="list-style-type: none">• Questions are so broad that they don't relate to the text.• Questions do not capture important ideas in the text.• Answers are not provided.• Questions and answers are not written in complete sentences.

QUESTION GENERATION: REMINDERS

Students write questions *individually*, ask to their group, and discuss answers.

Students should write question of various types (e.g., factual, inferential, synthesis).

Differentiate as needed

- One student can write 3 'right there' questions while another writes one of each question type.

Be creative.

- Put questions on a quiz.
- Do 'speed dating' question asking.
- Use a question raffle: Randomly select questions to ask to the entire class to review the reading.

Review Strategy

1. Review your learning log and *think* about the most important information from the passage.

2. *Write* the most important one or two ideas from the reading. Use complete sentences.

3. *Share* your ideas and say why your ideas are the most important (provide evidence).

4. The teacher provides a whole class wrap up.

- Review content.
- Make connections.
- Review strategies.

REVIEW IN ACTION



CSR Leader

The CSR Leader will:

- guide the group through all the steps of a CSR lesson.
- help the group make connections to the purpose for reading.
- keep track of time and keep the group working together.

DURING READING

[Repeat these steps for each section of the text.]

Read



Who would like to read this section?

Click and Clunk



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



Help the Clunk Expert encourage participation:

- *(Name), can you show us how you got that definition?*
- *(Name), do you agree or disagree with that definition? Why or why not?*

Get the Gist



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

Help the Gist Expert encourage participation:

- *(Name), do you agree with what (Name), said? Why or why not?*
- *(Name), can you add on to what (Name), just said?*

AFTER READING

Questions



It's time to ask questions. Question Expert, please help us.

Help the Question Expert encourage participation:

- *(Name), do you agree with what (Name) said? Why or why not?*
- *(Name), can you add on to his/her answer?*

Review



Now it's time to write the Review. Use the text to explain your thinking.

[Think about the purpose for reading]



Discussion

- Let's share our review statements.
- *(Name), justify how your review statement helps us to better understand the most important information in the text.*
- How do our review statements connect to the purpose for reading?



Reflection

- Let's evaluate our work.
- What did we do well as a group this time?
- How can we do better as a group next time?



WHOLE CLASS-WRAP UP

Ask students to share review statements.

Provide a quick summary.

Connect to learning objectives.

Follow up with a short activity that focuses on content or strategies...or both!

REVIEW: ACTIVITIES TO **REINFORCE CONTENT LEARNING**

Revisit learning objectives.

Have students write a longer summary of the text or use another writing activity.

Create a concept map connecting concepts in this reading or connecting these concepts with other topics in your curriculum or unit of study, such as an essential question or big idea.

Provide additional information about important vocabulary terms. For example, create a vocabulary web with the term “Sustainable Development.”

Play a game with the questions or give a “quiz” using student generated questions.

REVIEW: ACTIVITIES TO REINFORCE STRATEGIES

Focus on one strategy and conduct a mini-lesson.

- For example, you might highlight the gists from one section and reinforce information contained in high quality gists.
- Or, identify key clunks students had and discuss which fix-up strategies were used to solve the clunks.

Have students review their learning logs before handing them in to be sure that all information is included and done well.

Have students debrief about the functioning of their group by identifying one thing they did well and one thing they need to work on next time. Share with the class.

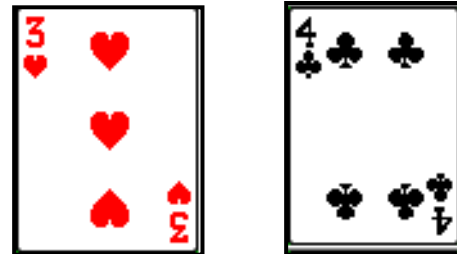
Use Send a Problem or Numbered Heads Together to review key responses.

REINFORCE CONTENT AND STRATEGIES: **NUMBERED HEADS TOGETHER**

Assign each group a number (hearts are groups). Assign each student a number (clubs are students).

Ask question and give groups time to work together.

Role dice or use playing cards to call on students to respond.



Ask if students are ready to answer.

If not, provide additional time for groups to help each other.

Select other student numbers to add to responses.

NUMBERED HEADS TOGETHER: (CONT.)

Ideas:

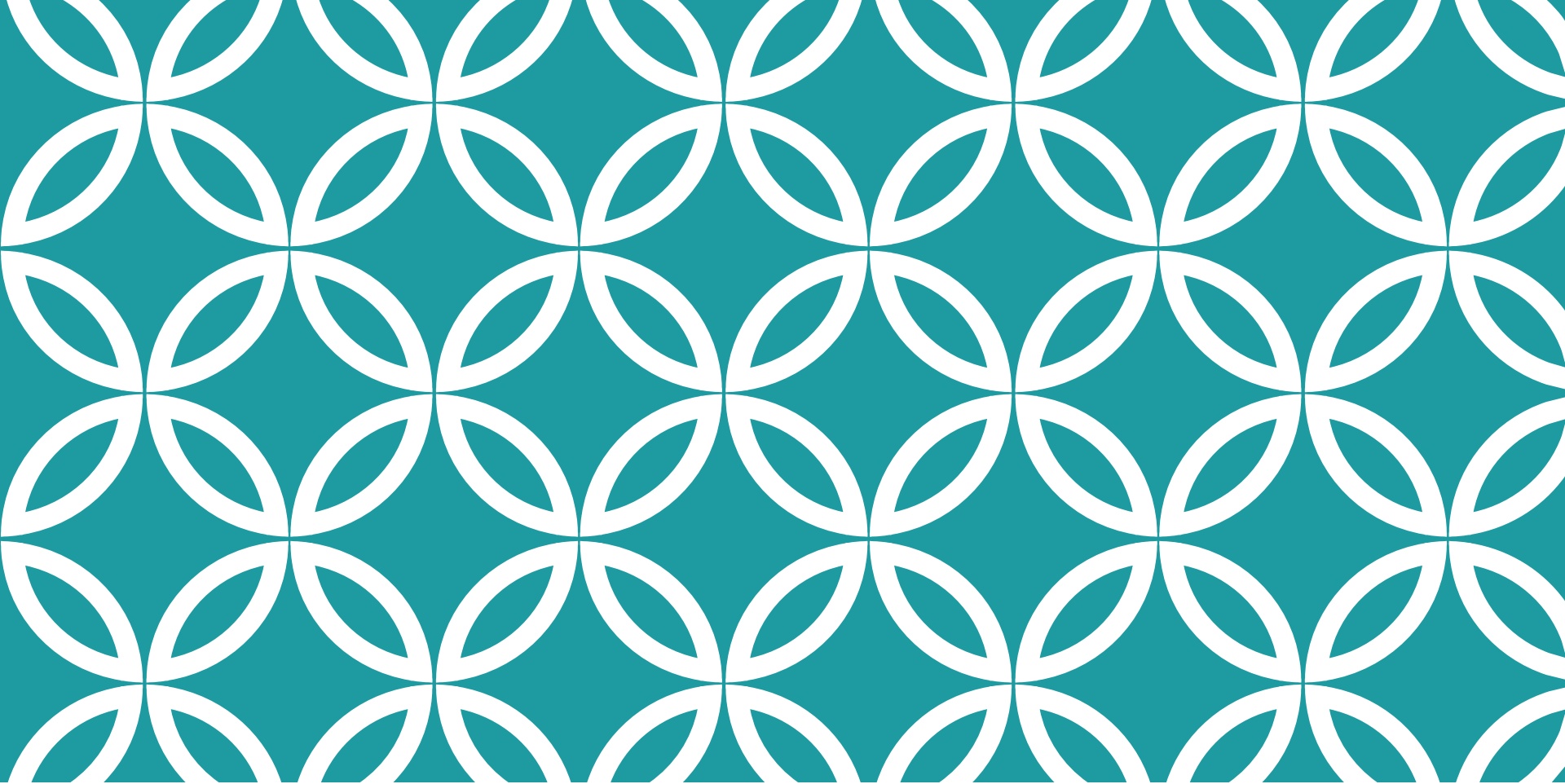
Select student questions and ask to groups.

Ask for gists from a certain section.

Ask students to define a clunk and say what fix-up strategy they used to figure it out.

Ask students to state the most important ideas and say why they are important.

Ask students to make connections.



**PUTTING THE
COMPONENTS TOGETHER** |

Cooperative Learning vs. Group Work

Cooperative Learning

Students are strategically placed in groups (in CSR, heterogeneous groups).

Each member has an assigned role.

Group task is very specific.

Each individual is responsible for his/her own learning and group learning.

Students utilize more higher-order thinking skills than they could have accessed by themselves.

Group Work

Students work on their own assignments while sitting at the same table.

Students placed randomly in groups.

Group roles and tasks undefined.

Only individual or only group accountability.

Each student does less work than they would have done on their own.

CSR COOPERATIVE LEARNING STRUCTURE:

When students have learned the CSR strategies, a typical class looks like this:

Students are seated in heterogeneous groups of about 4 students.

- Groups are **predetermined** by the teacher.
(DRA, Access, TCAP/PARCC, Interims/Benchmarks, Management)
- Each student is assigned a CSR role.
- Students have Learning Log and pencil ready

The teachers guides the group through the preview.

CSR COOPERATIVE LEARNING STRUCTURE:

When it is time to read, students use their cue cards to guide them through the CSR process.

- First, the leader begins by asking someone in the group to read. Reading is generally out loud in small groups
- Other students perform their guiding roles.

When students have completed their small group wrap up, the teacher brings the class back together to do a brief whole group wrap up.

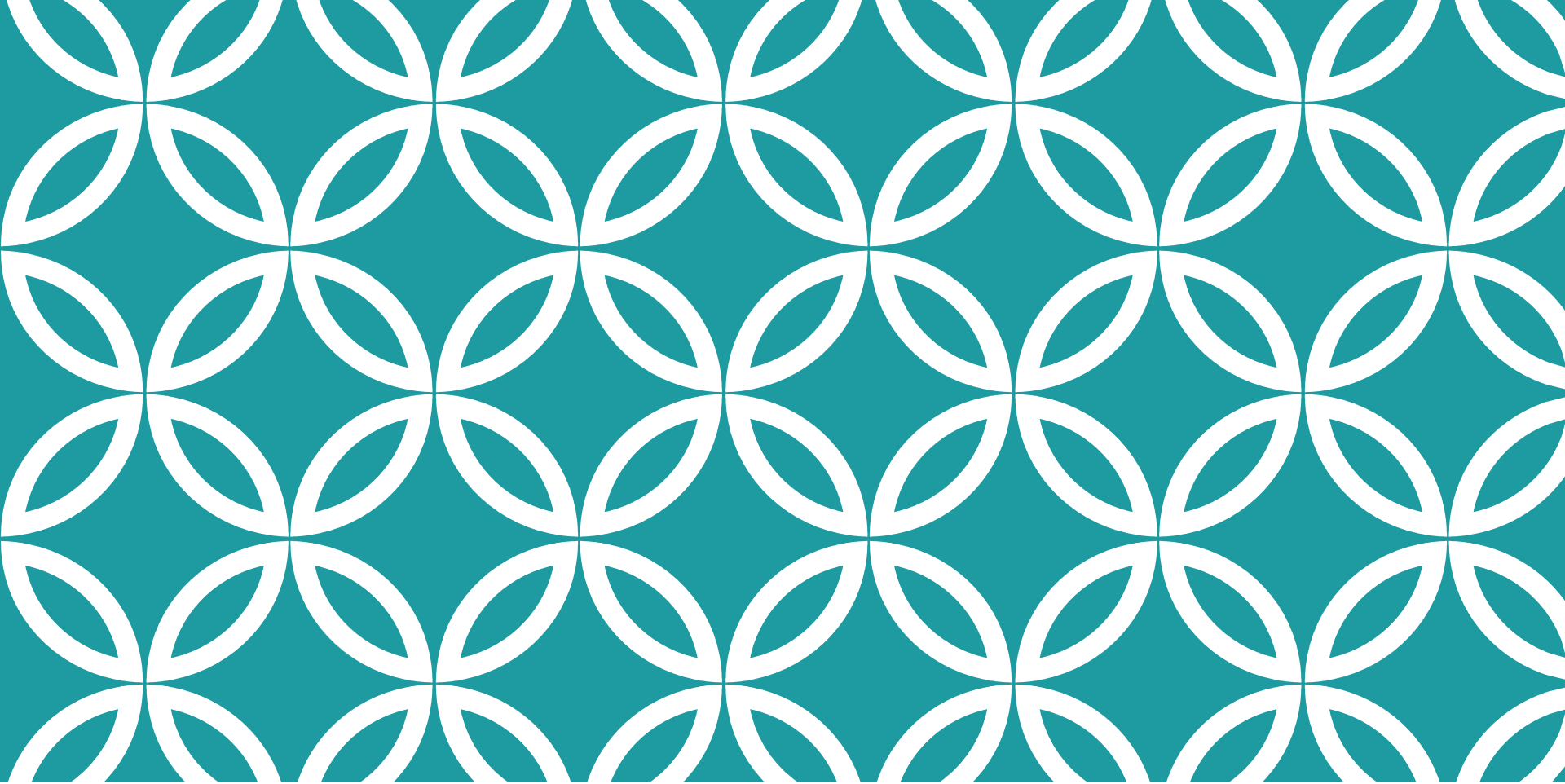
POSSIBLE CSR RULES

Talk only to the members of your group.

Talk only about CSR.

Use “6-inch voices.”

When you have a question, have the leader raise his or her hand to get help from the teacher.



NEXT STEPS |

FOR NEXT TIME:

1. LOG IN TO THE CSR ONLINE TOOLKIT
2. TRY WRAP UP IN YOUR CLASSROOM

<http://toolkit.csrcolorado.org/>

Engaged in Meaningful Discussions | Focused on the Content | Guided by the Strategies

Collaborative Strategic Reading

an innovative, effective approach to reading comprehension

Welcome to the CSR Toolkit!

Log in to access FREE: classroom resources, professional development modules, and video examples of CSR.

CSR Toolkit Login

Email address

Password

LOG ON

Remember me [Forgotten password](#)

LOGIN – create an account

1. TO REVIEW— SEE CSR FOUNDATIONS PD: QUESTIONING & REVIEW

GET THE GIST



Questioning

PROGRESS: 73%

CONTINUE



Review

PROGRESS: 0%

CONTINUE



Collaboration

PROGRESS: 39%

CONTINUE

2. FOR WRAP UP INTRO LESSONS FOR STUDENTS – GO TO CLASSROOM RESOURCES: STRATEGY INTRO LESSONS

My Dashboard | My Account | Logout



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



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.](#)



**WHAT QUESTIONS DO
YOU HAVE???**

SEE YOU ON DEC. 3 FOR THE FINAL CSR SESSION
-DEBRIEF WRAP UP
-PUT THE STRATEGIES TOGETHER/ADDRESS
QUESTIONS/PLANNING AND FINE TUNING TIPS