



**COLLABORATIVE STRATEGIC
READING
INITIAL TRAINING 2015**

Webinar Session #5
Putting it all together

SESSION GOALS

- Review Wrap Up – How did it go?
- CSR Strategies: Putting it all together
- Planning for Effective lessons that use CSR
- Additional 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.



WHAT DO YOU THINK?

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

- How did CSR Wrap Up go when you tried it in your classroom?
- What other thoughts, questions, or comments do you have about CSR?



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'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" 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

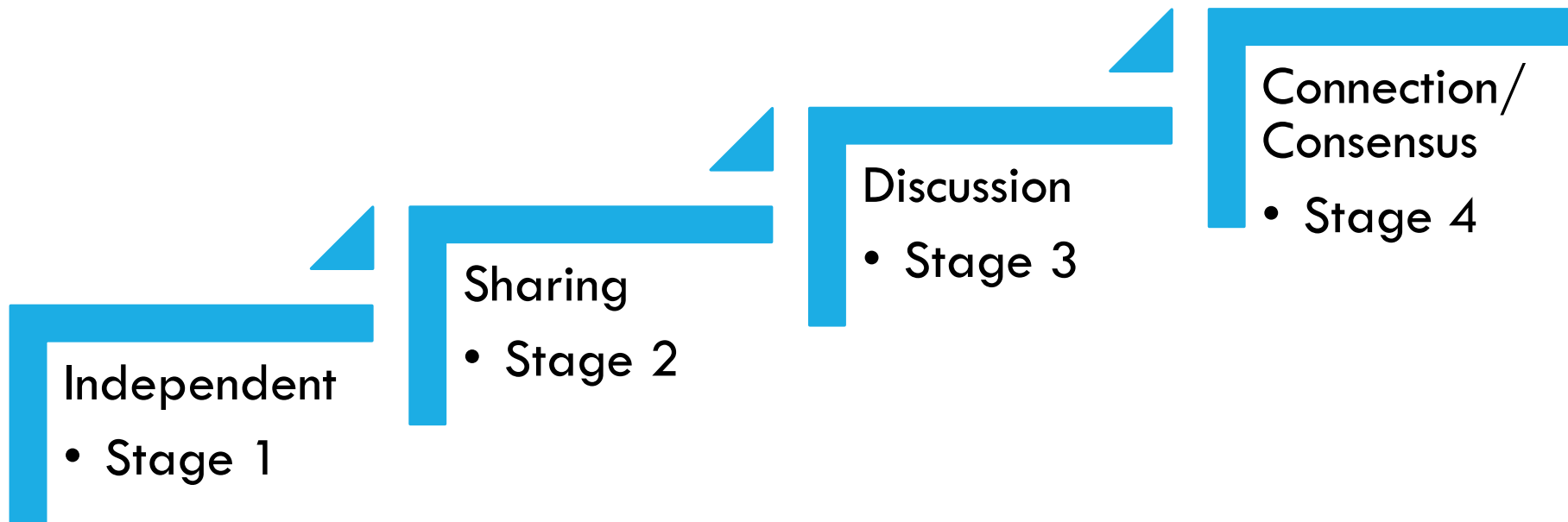
The question expert guides the group in coming up with questions that address important information from the reading. The question expert makes sure that students ask different levels of questions. The question expert checks to see that all students write questions and answers.

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?

STAGES OF COLLABORATION



Stage 1 - Independent

Students work quietly and independently to write down their ideas before sharing and discussing with their group (e.g., brainstorming what they already know about a topic, writing and answering their own questions). This allows processing time so that students can think on their own first before sharing and discussing.

Stage 1
Independent

Stage 2 - Sharing

Students share their ideas in their small group, with each group member contributing ideas one at a time (e.g., sharing their brainstorm ideas, sharing individual gist statements). When students share, they are distributing ideas across the group, but not yet evaluating or elaborating on those ideas.

Stage 2 Sharing

Students are quietly writing their brainstorm ideas in their Learning Logs. After 1 minute, Meegan says to her group...

I said it's hard and they have to get a job and probably get stressed about work and school and their family.

Meegan

Okay, so I think it is probably pretty awkward and they probably get mad at their family.

Joseph

Yeah. So I wrote that it would be extremely challenging and takes a lot of patience.

Mariah

Busy, boring, not very interesting, hard work, challenging.

Gabby

Stage 3 - Discussion

Students engage in dialogue about the ideas that have been shared. This can include asking clarifying questions, offering feedback, suggesting revisions, or elaborating on the ideas of others in the group.

Stage 3 Discussion

Samantha

Mine is, "Since the desert has so many features, it is extremely difficult to survive."

Okay, so mine is, "The desert can be very dangerous and it makes it hard to survive."

Alyssa

David

But you didn't say anything about the features. This part here is...

Samantha

Look at this paragraph. We have to talk about the features.

David

It is about the features.

Okay, so I can rewrite it. "Desert features can be very dangerous and it makes it hard to survive?"

Alyssa

Stage 4 - Connection/Consensus Building

Students recognize how the text is linked to bigger ideas they have been learning by connecting back to the purpose of the lesson or to other topics of study and/or real world links.

Stage 4 Connection/Consensus

So I wrote, "Carbon dioxide dissolves in the ocean and this makes the water acid."

Hannah

I wrote that, too. But I used "acidification" – that's a vocabulary word we're supposed to know. It is ocean acidification caused by carbon dioxide.

Jake

Wait. How does the carbon dioxide dissolve? Did I miss that?

Angelo

Right here
she points to the text.

Hannah

reading from the text
"Burning fossil fuels increases the amount of carbon dioxide in Earth's atmosphere which can then dissolve into the ocean." So we talked about that last week, remember.

Nate

Right. We learned acidification – the oceans are becoming acidic because of gas, electricity, and using oil – fossil fuels.

Jake



What is CSR Preview?

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.

Independent

Sharing



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. Record the strategy(ies) in your learning log.
4. Put the definition back in the sentence to be sure it makes sense.

Independent

Discussion

Steps to Get the Gist

1. Name the “who” or “what” the paragraph is mostly about.

Discussion

2. Identify the most important information about the “who” or “what”.

Independent

3. Write the gist in *about* 10 words.

4. Discuss and evaluate gists with your group.

Sharing
Discussion
Consensus
Connection



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.**

Independent

Sharing

2. Review:

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

Discussion

Connection
Consensus

STUDENTS DEMONSTRATING COLLABORATION DURING GET THE GIST



In this video, the students engage in several stages of collaboration. Notice in particular the way they support each other's learning by:

- ▶ Using a role to guide the group.
- ▶ Contributing ideas to the discussion.
- ▶ Taking time to write their ideas down independently.
- ▶ Listening actively to each other.
- ▶ Agreeing and disagreeing with each other respectfully.
- ▶ Using the text as evidence to support their ideas.
- ▶ Offering feedback to ensure their peers are understanding the text.

Key features of successful collaboration:

- ▶ **Clear objectives:** The teacher sets a clear, content-related objective for the lesson and selects a text that will meet that objective.
- ▶ **Clear task assignment:** The teacher uses the process and role card to help students engage collaboratively in learning the content from the text.
- ▶ **Heterogeneous groups:** The teacher pre-selects group members and specifically assigns them roles for the lesson.
- ▶ **Positive interdependence:** students use their role cards to guide discussions of each other's ideas and offer feedback and support in learning.
- ▶ **Face-to-face interaction:** students sit in groups of four so that each member can see and hear all of the others.
- ▶ **Individual accountability:** students each submit a Learning Log at the end of the lesson. They can also reflect on their individual contributions to the group's learning.
- ▶ **Roles to guide the group:** The teacher assigns and monitors the use of specific roles for each part of the process (Leader, Clunk Expert, Gist Expert, and Question Expert).
- ▶ **Group processing reflection:** students use a group processing rubric to reflect on their participation and collaborative group work.

HELPFUL RESOURCES TO SUPPORT COLLABORATION

FOUNDATION MODULE: COLLABORATION

- Intro mini lesson – collaboration – students learn more about roles in role alike groups.

CSR Leader

1. What are the responsibilities of someone in this role?
2. Why is this role important in CSR?
3. Look through the CSR resource materials and find 2 things that can help you support your group.
4. How do you think this role works together with the other roles?
5. What will you do if one of your group members is not paying attention and doing the work?

My CSR Group

The Clunk Expert in my group is _____.	The Gist Expert in my group is _____.	The Question Expert in my group is _____.
The Clunk Expert will help my group by:	The Gist Expert will help my group by:	The Question Expert will help my group by:

RESOURCES CONT.

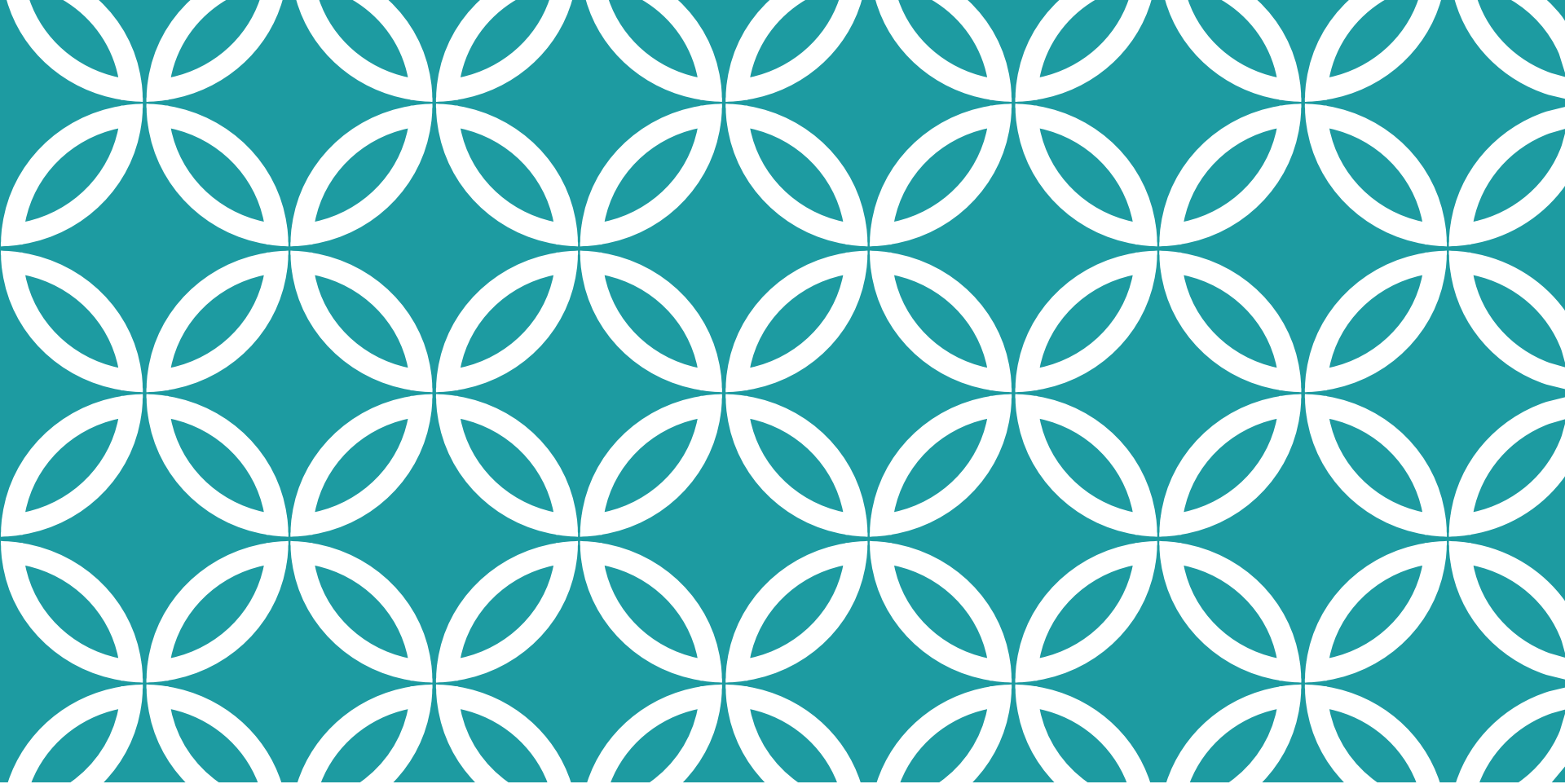
CSR ADVANCED PD: COLLABORATION

Problem-solving

- ▶ Scenario 1: Group Dynamics Gone Awry
- ▶ Scenario 2: The One Student Show
- ▶ Scenario 3: A Student Asks to Work Alone
- ▶ Scenario 4: Advanced Readers Want to Work Together

Technology-mediated collaboration

- ▶ Using Computers With Cooperative Groups
- ▶ Using Video Reflection to Expand Students' Understanding of Collaboration



LESSON PLANNING



Lesson Planning Template*

- Lesson should be integrated into your curriculum.
- Consider when a lesson using CSR would be useful.
- Brainstorm prompt and words to pre-teach should support lesson objective.

*You may also choose to use a blank learning log as a lesson planner.

CSR Lesson Plan		Content:	Grade Level:
Lesson Title:			
Learning Objective:			
Text:			
Time Allotment for Lesson:			
Additional Notes Needed to Teach Lesson:			
Before Reading: Preview			Time: ___ Minutes
Ask Students to Brainstorm about the Guiding Question or Topic (include scaffolded questions)			
Provide Students with Additional Information			
Pre-Teach These Terms		Visuals/Video/Realia	
1.			
2.			
3.			
During Reading			Time: ___ Minutes
Section 1			
Most Important Who or What		Possible Clunks	
Key Ideas			
Possible Gist			

ID clunks in advance to:

- Preview text for difficulty level.
- Have some ready for kids who may miss a clunk.
- Know which words may not be able to be solved using fix-up strategies.

Identifying gists in advance will help the teacher:

- Understand text difficulty.
- Evaluate the quality of student gists.

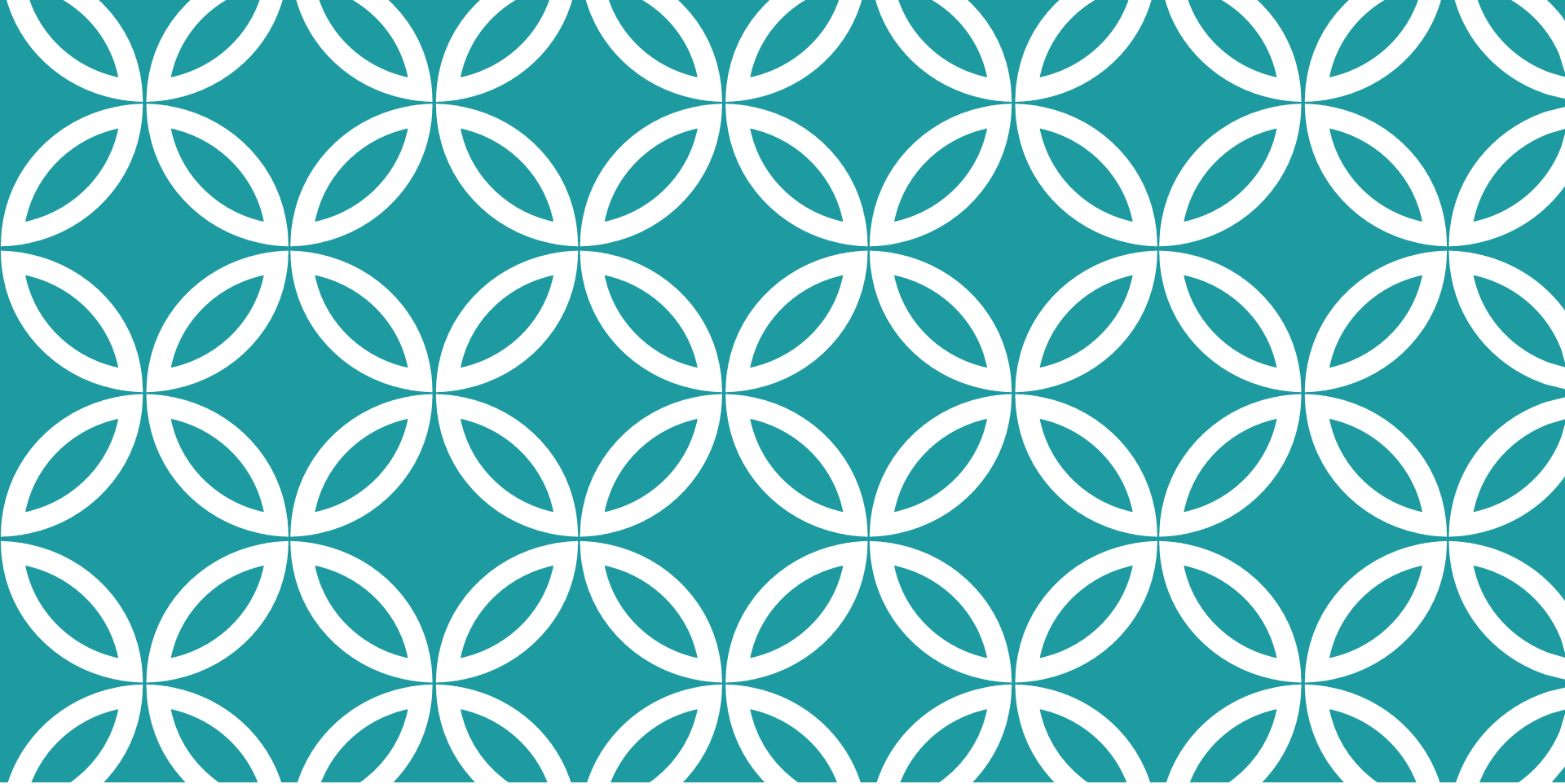
Preparing sample questions and review statements supports scaffolding and evaluation of student work.

Planning a whole class review supports connections to curriculum and essential ideas.

Section 2	
Most Important Who or What Key ideas Possible Gist	Possible Clunks
Section 3	
Most Important Who or What Key ideas Possible Gist	Possible Clunks
After Reading: Wrap-Up Time: ____ Minutes	
Question Generation Possible Right There Questions Possible Think & Search Question Possible Author & You Questions	
Review Possible Review Statement Important Connections to Essential Questions/Big Idea Additional notes	

**LISTEN TO THIS SCIENCE TEACHER
DISCUSS HIS PLAN FOR A CSR LESSON.**





NEXT STEPS |

NEXT STEPS:

1. KEEP WORKING ON CSR WITH YOUR STUDENTS.

2. USE TOOLKIT ADDITIONAL RESOURCES

<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!

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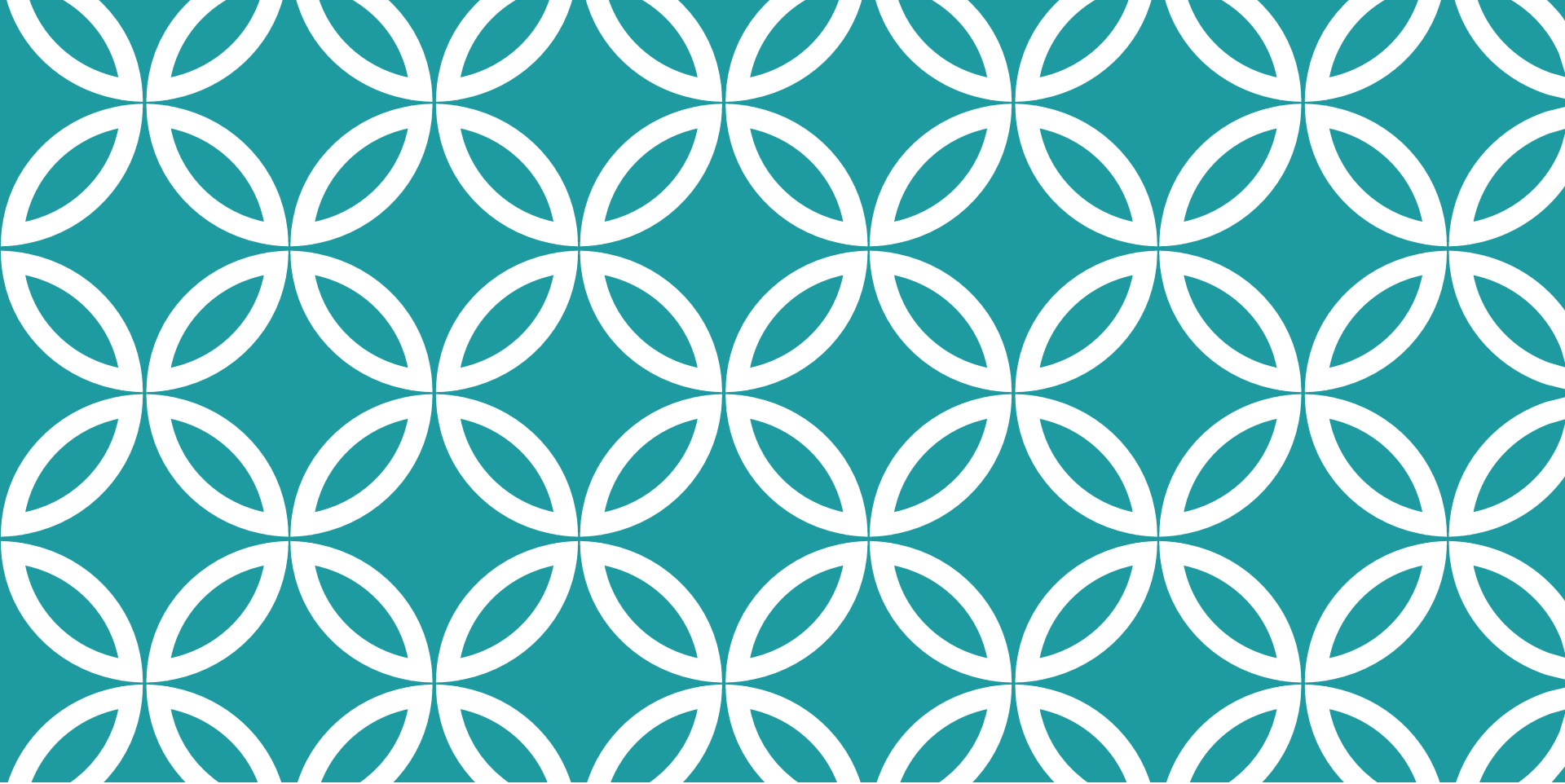
If you would like to order a CSR Classroom Kit with student cue cards and flip books, please contact me at:

Alison.boardman@Colorado.edu

*Kits are charged at cost: \$48 + shipping.

*Kits include 25 flipbooks and 10 sets of student cue cards.





TOOLKIT TOUR: TOOLKIT.CSRCOLORADO.ORG

Exploring the website



Any final questions????