CSR - Collaborative Strategic Reading

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February Webinar Presenters

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Why do we need to teach reading comprehension?

- Teachers of secondary students have two related instructional goals
  1. to improve students' content knowledge
  2. to improve their reading comprehension
     Expectations of these goals are increasing with the implementation of the Common Core State Standards (CCSS) in 2012 (Vaughn et al., 2013)

- The rigorous expectations outlined by CCSS may have serious implications for students with low academic skills including those with learning disabilities (Haager & Vaughn, 2013).

What is Collaborative Strategic Reading?

- Collaborative Strategic Reading (CSR) combines cooperative learning, and reading comprehension strategy instruction (e.g., Palincsar & Brown, 1984)
- CSR was designed to promote content learning, language acquisition, and reading comprehension in diverse classrooms (Klingner, Vaughn, Boardman, & Swanson, 2012)
Thoughts from the field - CSR

- When the Miami-Dade County Public Schools Language Arts Director observed CSR for the first time, she said excitedly:

“...You have worked out all the kinks with teaching CSR!! I love it. If the superintendent were to say that starting tomorrow, every teacher in M-DCPS would have to implement CSR in order to keep their job in this district, I would jump up and down and shout, "Hallelujah!!".”

Previous Research

- Bryant, Vaughn et al., (1999) studied the role of three peer-mediated strategies (one of which was CSR) in improving academic outcomes for middle school students.

- Findings: Average-achieving, low-achieving, and students with LD improved in accuracy of oral reading, word identification, fluency, and comprehension.
Previous studies

• In a recent study, teachers of 7th grade reading and language arts classes participated in a yearlong study that focused on the implementation of CSR with average-achieving students and low-achieving students, (Vaughn et al., 2011)

• Findings: Results indicated that CSR enhanced reading outcomes for students who received CSR instruction versus those who did not

CSR

Collaborative Strategic Reading

Overview

• Teacher presents 4 reading strategies (preview, click and clunk, get the gist, and wrap-up) to students using modeling, guided practice, and independent practice

• Students of mixed achievement levels apply comprehension strategies while reading content area text in small, cooperative groups.

CSR - Overview
Goals

• To increase conceptual learning and the acquisition of content knowledge in ways that maximize students’ involvement.
• To provide access to the general education curriculum for struggling readers and students with disabilities.
• To enhance reading comprehension skills for all students and, particularly, struggling readers.

CSR’ s Plan for Strategic Reading

BEFORE READING
1. BRAINSTORM: What do we already know about the topic?
2. PREDICT: What do we predict we will learn about the topic when we read the passage?

DURING READING
1. Click and Clunk
   a. Were there any parts that were hard to understand (clunks)?
   b. Use fix-up strategies:
      i. Reread the sentence and look for key ideas to help you understand.
      ii. Reread the sentences before and after looking for clues.
      iii. Look for a prefix, root word, or suffix in the word.
      iv. Look for cognate

AFTER READING
1. ASK QUESTIONS: What questions need to be answered and how do we know?
2. REVIEW: What are the most important ideas?

Get the Gist
1. What is the most important person, place, or thing?
2. What is the most important idea about the person, place, or thing?

CSR Collaborative Strategic Reading

Teaching CSR
Phases of Scaffolded Instruction

- **Modeling phase:**
  - The teacher models each step of the strategy while thinking aloud (think-aloud procedure).
  - I do it; you watch.

- **Teacher-assisted phase:**
  - The teacher guides the students through the strategy.
  - You do it; I help.

- **Independent phase:**
  - The students complete the strategy on their own (work toward automaticity).
  - You do it; I watch…and still help as needed.

Scaffolded Instruction

Gradual release of responsibility

Over time, we move this way

But we are always prepared to slide up and down the diagonal

Collaborative Strategic Reading

The CSR strategies: Preview
Why is Preview Important?

**Previewing key vocabulary:**
- Helps students make connections.
- Provides multiple exposures.
- Contextualizes unfamiliar words.

**Accessing background knowledge:**
- Helps students construct meaning from the text.
- Is a motivator for students.
- Alerts the teacher to students’ misconceptions.

**Providing background knowledge:**
- Is important when students lack information.
- Is a critical teacher role.

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Steps to Successful Preview

<table>
<thead>
<tr>
<th>Before Reading Step</th>
<th>What is Accomplished (i.e. GOAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State the topic</td>
<td>Build background knowledge.</td>
</tr>
<tr>
<td>2. Present 2 or 3 important proper nouns and key vocabulary concepts</td>
<td>Build background knowledge.</td>
</tr>
<tr>
<td>3. Students preview the text features (headings, graphics, etc.)</td>
<td>Learn as much as you can in a short period of time.</td>
</tr>
<tr>
<td>4. Students brainstorm and write what they already know about the topic and share with class or group.</td>
<td>Activate background knowledge.</td>
</tr>
<tr>
<td>5. Students write predictions and share with group and class.</td>
<td>Focus on content. Peak interest. Identify purpose.</td>
</tr>
<tr>
<td>6. State a purpose for reading</td>
<td>Clarify purpose for reading related to content and strategies.</td>
</tr>
</tbody>
</table>

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Recap: Teacher’s role in Preview

- Many students lack the prior knowledge needed to support comprehension.
- The teacher plays an active role in providing background knowledge to students.
- Teachers may lead a more in-depth preview at the beginning of a unit or long reading.
- Use preview to introduce key ideas, vocabulary, and important proper-nouns.
- When students brainstorm and predict, teachers monitor closely and provide feedback as needed.
- Teachers set the purpose for reading when they summarize key ideas that students mention in their predictions.
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CSR strategies – Click and Clunk

Click and Clunk

• Click (cruise control):
  • When you understand what you read, everything “clicks” along smoothly.

• Clunk (traffic jam):
  • When you don’t understand what you read, “clunk,” you stop. When you get to a clunk, use the fix-up strategies to figure out what the word or phrase means.

Why is Click and Clunk Important?

• Monitoring understanding is a metacognitive skill essential for comprehension

• Good readers use strategies to figure out the meaning of words and difficult ideas while reading
Click and Clunk - Fix-up Strategies
1. Reread the sentence with the clunk and look for key ideas to help you figure out the word. Think about what makes sense.
2. Reread the sentences before and after the clunk, looking for clues.
3. Break the word apart and look for word parts (prefixes, suffixes, root words) or smaller words you know.
4. Look for a cognate that makes sense.

Teaching Students to Use Fix-up Strategies 1 and 2: Context Clues
• **Explanation:** The unknown word is explained within the sentence or in a sentence immediately preceding or following it:
  The earthquake caused little damage because it happened in a remote area where there were few buildings that could be damaged or people who might be harmed.
• **Examples:** Specific examples are provided:
  Natural catastrophes, such as earthquakes, volcanoes, tornadoes, and hurricanes, can cause much damage.
• **Definition:** A definition is provided in the sentence or in a sentence preceding or following it:
  Invertebrates, animals without an internal skeleton made of bone, may or may not have a hard outer shell.

Click and Clunk Examples: CONTEXT CLUES
In the summer, the birds **molt**, or lose their feathers. (#1)

Peregrine falcons are **raptors**, or birds of prey. (#1)

A snake’s body is very **supple**. It can bend easily. It can fit in small spaces. (#2)
Teaching Students to Use Fix-up Strategy 3: Morphology (Word Parts)

- Provide explicit instruction in common root words, suffixes, and prefixes and what they mean.
- Ask students to identify prefixes and/or suffixes in words.
- Provide students with sentences or paragraphs with target words bolded and ask students to look for root words, prefixes, suffixes, they know and use these to figure out the meaning of the words.

Teach Words, Related Words, and Word Parts

Example: *Involuntary*

- *Volunteer* = To choose to do something
- *In* = Not
- *-ary* = Associated with
- *Involuntary* refers to something that happens not by choice.
- Example sentence: Blinking your eyes regularly is an involuntary action.

Teaching Students to Use Fix-up Strategy 4: Cognates

- Cognates are words in two languages that share a similar meaning.
- 30-40% of words in English have a related word in Spanish.
- Teaching students to recognize cognates supports comprehension.
- Not all words that look the same have similar meanings. Always check for false cognates.
- Fix-up strategy #4 is only used with students who speak a language other than English.
Examples of Cognates

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>capital</td>
<td>capital</td>
<td>A city or town in which government leaders and others meet and work.</td>
</tr>
<tr>
<td>communica</td>
<td>comunicaci</td>
<td>Sharing ideas with others</td>
</tr>
<tr>
<td>communica</td>
<td>comunidad</td>
<td>A place where people live and work near each other</td>
</tr>
<tr>
<td>desert</td>
<td>desierto</td>
<td>A dry place with very little rain fall.</td>
</tr>
<tr>
<td>invention</td>
<td>invencion</td>
<td>Something that has been created for the first time</td>
</tr>
<tr>
<td>island</td>
<td>isla</td>
<td>Land that has water all around it</td>
</tr>
</tbody>
</table>

CSR’ s Plan for Strategic Reading

BEFORE READING
- Preview
  1. BRAINSTORM: What do we already know about the topic?
  2. PREDICT: What do we predict we will learn about the topic when we read the passage?

DURING READING
- Click and Clunk
  1. What parts need to be understood?
  2. Use fix-up strategies:
     a. Reread the sentence and look for key ideas to help understand.
     b. Reread the sentences before and after looking for clues.
     c. Look for a prefix, root word, or suffix in the word.
     d. Look for cognates

AFTER READING
- Wrap-up
  1. ASK QUESTIONS: What questions do we have that help us understand the most important information in the passage? Can we answer the questions?
  2. REVIEW: What are the most important ideas?
Why do we Teach Students to Get the Gist?

- People do not remember everything they read.
- Good readers process individual ideas but remember just the most important parts—the main ideas of what they read.
- During reading, strong readers:
  - Implicitly generate a gist after each paragraph.
  - Make inferences and connections between paragraphs.

(Pressley, 2006)

Get the Gist (Main Idea Strategy)

1. Name the “who” or “what” that the section of text is mostly about.
2. What is the most important information about the “who” or “what”? 
3. Write the gist in approximately 10 words or less.

Seabirds

A seabird is any bird that spends most of its time at sea and depends on the sea and its islands for all its basic needs. The sea provides food and its remote islands and rocky outcroppings provide safe nesting and resting places. For 60 million years, these highly specialized, diverse birds have adapted to life on the world’s vast oceans.
Get the Gist: Seabirds

- **Who or what:**
  - Seabirds

- **Important information:**
  - Seabirds spend most of their time at sea.
  - Seabirds depend on the sea and its islands for their basic needs.
  - The sea provides food and resting and nesting places.

- **Write the gist in 10 words or less:**
  - Seabirds get what they need from the sea.
  - Seabirds depend on the sea for everything they need.

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CSR strategies - Wrap up

1. **ASK QUESTIONS:**
   - What questions check whether we understand the most important information in the passage?
   - Can we answer the questions?

2. **REVIEW:**
   - What are the most important ideas?

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CSR’ s Plan for Strategic Reading

**BEFORE READING**

1. **PREVIEW:**
   - What do we already know about the topic?

2. **PREDICT:**
   - What do we think we will learn about the topic when we read the passage?

**DURING READING**

1. **CLICK AND CLUNK:**
   - Were there any parts that were hard to understand (clunks)?
   - How can we fix the clunks?
   - Use fix-up strategies:
     a. Reread the sentence and look for key ideas to help you understand.
     b. Reread the sentence before and after looking for clues.
     c. Look for a prefix, root word, or suffix in the word.
     d. Look for cognates.

**AFTER READING**

1. **GET THE GIST:**
   - What is the most important person, place, or thing?
   - What is the most important idea about the person, place, or thing?

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Wrap-up Steps

Wrap-up has two steps:
- **Step 1: Question Generation**
  - Think of questions and write them in your learning log.
  - Ask and answer questions.
- **Step 2: Review**
  - Think about what you just read.
  - Write the most important ideas from the passage. Provide evidence to support your ideas.
  - Teacher leads a whole class wrap-up.

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 (i.e., making inferences), and better 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.

Whole Class-Wrap Up

- Ask students to share review statements.
- Provide a quick summary.
- Depending on the responses, follow up with a short activity that focuses on content or strategies...or both!
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.

- **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.

(QAAR Question Types

- **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.
### What Skills Do Students Practice During Question Generation?

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Skill Practiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right There</td>
<td>Remembering facts</td>
</tr>
<tr>
<td></td>
<td>Learning new content</td>
</tr>
<tr>
<td></td>
<td>Focus on most important information</td>
</tr>
<tr>
<td>Think and Search</td>
<td>Remembering facts</td>
</tr>
<tr>
<td></td>
<td>Learning new content</td>
</tr>
<tr>
<td></td>
<td>Remember several events in a plot or storyline</td>
</tr>
<tr>
<td></td>
<td>Requires synthesis of information</td>
</tr>
<tr>
<td>Author and You</td>
<td>Writing and answering inference questions (e.g., What does the passage suggest about the use of land?)</td>
</tr>
<tr>
<td></td>
<td>Making connections.</td>
</tr>
</tbody>
</table>

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### Collaborative Strategic Reading

**Cooperative Learning**

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### Why Use Cooperative Learning?

When implemented effectively, cooperative learning can:

- Increase academic performance, motivation, time on task, self-esteem, and positive social behaviors. **Students like it!**
- Foster the development of higher-order thinking skills
- Facilitate the integration of culturally and linguistically diverse learners and learners of a wide range of achievement levels, including students with special needs
Teacher’s Role During Group Work

- Spend extended time with each group at least once every 2 weeks
- Monitor the performance of each group and provide feedback
- Monitor the performance of each group member and provide feedback
- Highlight the performance of students and groups who are implementing CSR well
- Support low-achieving students
Phases of CSR Instruction

- **Modeling phase:**
  - Model each strategy.
  - Allow students to see how the strategy works.

- **Teacher-assisted phase:**
  - Guide students through the strategy.
  - Create group gists, clunks, questions, etc.
  - Provide a lot of feedback.

- **Independent phase:**
  - Students complete the strategy on their own, and use group members as primary supports.
  - Provide focused feedback to individual students, to small groups, and to the entire class.

- **Reteaching:**
  - Provide warm ups to focus on specific areas and to monitor progress.
  - Provide mini-lessons as needed to tune-up and refine strategy use.
Recommendations for Teaching CSR

- Integrate CSR instruction in your content area curriculum
- Provide explicit instruction to students about when, where, and why to use the CSR strategies
- Introduce strategies one at a time
- Feedback is essential
- Transfer of skills is not automatic
- Support metacognition and self-regulated learning

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Get the Gist
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AFTER READING
Wrap-up
1. ASK QUESTIONS: What questions check whether we understand the most important information in the passage?
2. REVIEW: What are the most important ideas?

Thank You!

- Feedback survey: https://utexas.qualtrics.com/SE/?SID=SV_7PSNEJvWEheHVOZ