CSR - Collaborative Strategic Reading

Dr. Sharon Vaughn & Dr. Michael Solis
The Meadows Center for Preventing Educational Risk
The University of Texas at Austin

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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).

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What is Collaborative Strategic Reading?

- Collaborative Strategic Reading (CSR) combines cooperative learning, (e.g., Johnson & Johnson, 1989) 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)

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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!'."

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Previous Research

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Previous studies

- 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.

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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

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Overview

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CSR - 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.

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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.

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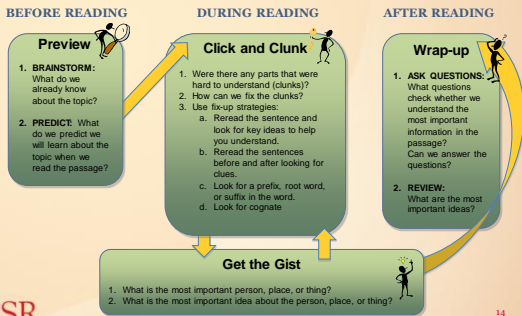## CSR's Plan for Strategic Reading

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. Were there any parts that were hard to understand (clunks)?
2. How can we fix the clunks?
3. Use fix-up strategies:
   a. Reread the sentence and look for key ideas to help you 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 cognate

AFTER READING

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?

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?

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Teaching CSR

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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).
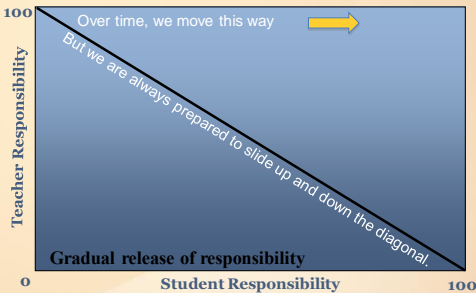 - You do it; I watch…and still help as needed.

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Scaffolded Instruction

Over time, we move this way →

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

Teacher Responsibility (100 to 0)

Gradual release of responsibility

Student Responsibility (0 to 100)

(Adapted from Duke, 2002)   17

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The CSR strategies: Preview

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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

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

CSR   3-5 minutes   Justify thinking using text   20

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

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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.

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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

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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.

Strategies #1 & #2 use context clues

Strategies #3 & #4 use word analysis

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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.

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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)

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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.

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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.

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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.

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Examples of Cognates

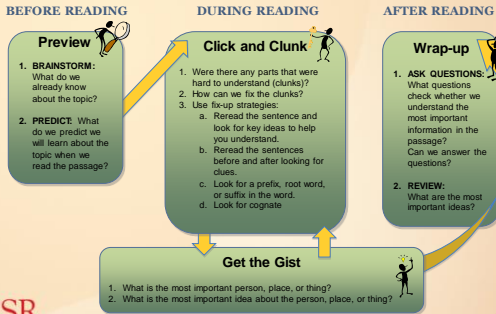| English	Spanish	Definition
capital	capital	A city or town in which government leaders and others meet and work.
communication	comunicacion	Sharing ideas with others
community	comunidad	A place where people live and work near each other
desert	desierto	A dry place with very little rain fall.
invention	invencion	Something that has been created for the first time
island	isla	Land that has water all around it

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CSR's Plan for Strategic Reading

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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?

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?

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CSR strategies – Get the Gist

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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)

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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.

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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.

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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

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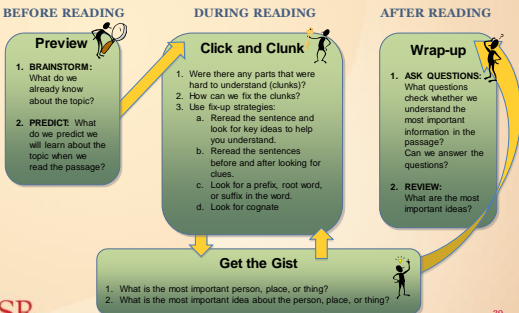   FOR PREVENTING EDUCATIONAL RISK   38

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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.

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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.

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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!

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Wrap up – Question Generation

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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.

(University of Texas Center for Reading and Language Arts [UTCRLA], 2003; Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; National Institute for Literacy [NIFL], 2001; National Reading Panel [NRP], 2000; Raphael, 1986)

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QAR 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.

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What Skills Do Students Practice During Question Generation?

Question Type	Skill Practiced
Right There	Remembering facts Learning new content Focus on most important information
Think and Search	Remembering facts Learning new content Remember several events in a plot or story line Requires synthesis of information
Author and You	Writing and answering inference questions (e.g. What does the passage suggest about the use of land?) Making connections.

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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

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CSR Leader's Cue Cards

CSR CUE CARD — **YEAR 3**

CSR Leader

Job Description
The leader's job is to guide the group through all the steps of CSR. The leader keeps track of time, keeps the group working, and makes sure everyone works together.

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, help us.

[Repeat all of the steps in this section.]

AFTER READING

Wrap Up
- It's time to ask questions. Question expert, please help us.

Compliments and Suggestions
[Lead the group to review what worked and what can be changed for next time.]
- 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?

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CSR Cue Cards

CSR CUE CARD — **YEAR 3**

Clunk Expert

Job Description
The clunk expert makes sure that students write their clunks in their learning logs. The clunk expert also helps students use fix-up strategies to figure out the meaning of unknown 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 you think so.
- Let's reread the sentence and make sure that definition 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 that definition makes sense.

CSR CUE CARD — **YEAR 3**

Fix-Up Strategies

DURING READING

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 sentence with the clunk, looking for clues that help to figure out the clunk.

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.

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CSR Cue Cards

CSR CUE CARD — **YEAR 3**

Gist Expert

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

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 come up with a gist that includes the most important information, leaves out the details, and contains about 10 words.]

CSR CUE CARD — **YEAR 3**

Get the Gist

DURING READING

1. Find the most important "who" or "what."
2. Write the gist in your learning log.
   a. Only the most important information
   b. Leave out details
   c. About 10 words
   d. Make a complete sentence
3. Select the best gist or rewrite a "super gist."

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CSR Cue Cards

CSR CUE CARD   YEAR 3

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.

AFTER 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?

CSR CUE CARD   YEAR 3

Question Types

LEVEL ONE: "RIGHT THERE"

• Questions can be answered in one sentence.

• Answers can be found word-for-word in the story.

Example: The answer to "What is the capital of Texas?" is found in one of the sentences of the text: "The capital of Texas is Austin."

LEVEL TWO: "THINK AND SEARCH"

• Questions can be answered by looking in the text.

• Answers require one sentence or more.

• Information is found in more than one place and put together.

Example: To answer "How did ranchers get their cattle to the markets?" several sentences are needed to describe the steps that are presented on different pages of the text.

LEVEL THREE: "AUTHOR AND YOU"

• Questions cannot be answered by using the text alone.

• Answers require thinking about what the reader just read, what the reader already knows, and how it fits together.

Examples: How is the vampire bat different from other bats we have read about? Why did Jackie Robinson need to prove he could win at baseball?

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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

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Getting started…

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CSR Learning Log for Informational Text

Name _____ Date _____

Today's Topic _____

BEFORE READING: Preview

Brainstorm: Connections to prior knowledge

Predict: What I might learn about the topic:

DURING READING: Section 1

Clunks / Fix-up Strategies

Gist:

DURING READING: Section 2

Clunks / Fix-up Strategies

Gist:

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Slide 56

DURING READING: Section 3

Clunks / Fix-up Strategies

Gist:

AFTER READING: Wrap-Up

Questions: Write questions and answers.

Review: Write one or two of the most important ideas in this passage. Be prepared to justify your ideas.

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Slide 57

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

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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
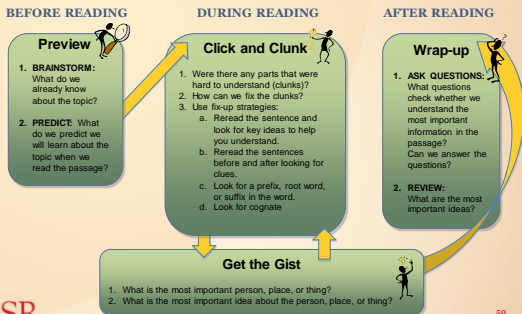- Support metacognition and self-regulated learning

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CSR's Plan for Strategic Reading

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Thank You!

- Feedback survey:
  https://utexas.qualtrics.com/SE/?SID=SV_7P5NEJvtEheHVOZ

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