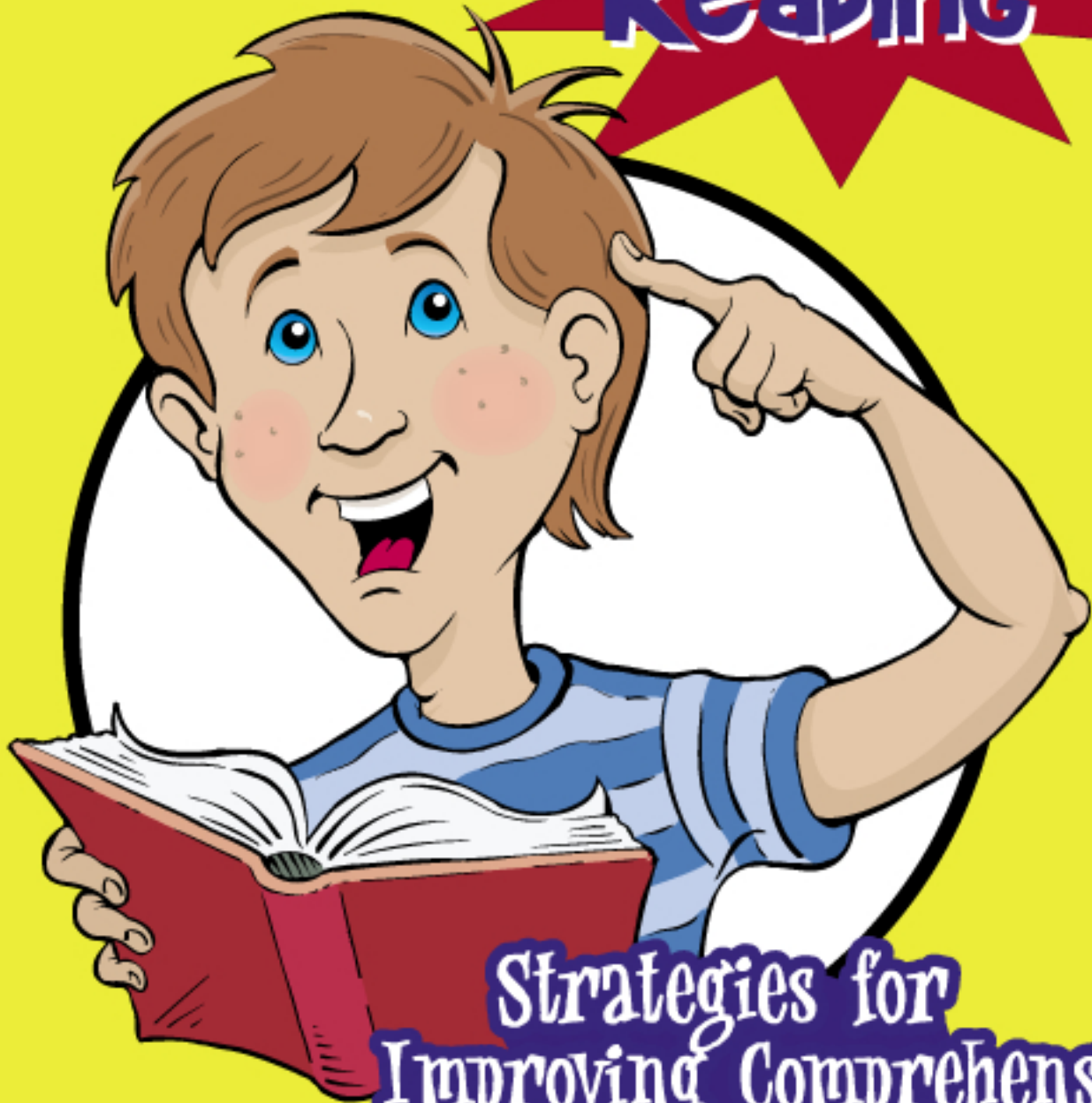


Overview

Collaborative Strategic Reading



Strategies for
Improving Comprehension

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Introduction

What is Collaborative Strategic Reading? An Overview

Mrs. Garcia is a fourth-grade teacher who was concerned about the reading performance of her students. Most of them could read the words, but they often didn't seem to understand what they read. Mrs. Garcia was particularly worried that they were not able to tell the main idea of the text after they read it. She was also worried about their performance on the state-wide assessment test in reading that would be given in the spring. She had spent considerable time asking her students questions, encouraging them to reread text to put together answers, and reinforcing students who seemed to interpret the text well. But she was still very worried that the majority of her students were not making suitable progress in reading comprehension. Of further concern was the fact that her students had difficulty comprehending narrative text but even more difficulty with expository text. Mrs. Garcia realized that her students needed to learn to understand what they read in both text types.

With concerns like those expressed by Mrs. Garcia in mind, we have worked over the last ten years to design an instructional practice that would improve reading comprehension of both

Chapter at a Glance

- **Overview of Collaborative Strategic Reading (CSR)**
 1. Preview
 2. Click and Clunk
 3. Get the Gist
 4. Wrap Up
- **Why Teach CSR?**
- **What Research Supports CSR?**
- **A Note About CSR and Content Area Instruction**
- **How is the Rest of the Book Organized?**

expository and narrative texts and that could be implemented effectively by teachers. We were interested in designing an intervention practice that would use what we know about effective reading comprehension as well as what we know about effective student engagement and learning. In formulating our approach, we were also sensitive to the realities of classroom teachers and their concerns.

Collaborative Strategic Reading (CSR) combines the essential reading comprehension strategies that have been demonstrated to be effective in improving students' understanding of text (Palincsar & Brown, 1984; Rosenshine & Meister, 1994) with cooperative learning groups or paired learning (Johnson & Johnson, 1989; Kagan, 1986). CSR takes advantage of the growing knowledge among educators that youngsters need to be taught specific strategies to enhance their understanding of a text but should not be overwhelmed with so many strategies that they are unable to decide which ones to use.

Following is a brief description of the four reading strategies taught within CSR: Preview, Click and Clunk, Get the Gist, and Wrap Up. These strategies and their applications will be explained in more depth in Chapters 2 and 3.

Preview

Students implement the "Preview" strategy *before* reading the day's text passage, by scanning the material and searching for clues. The purpose of the Preview strategy is to activate background knowledge and to generate informed predictions about the text to be read. The primary goals of previewing are to:

- ✱ Generate interest in the text
- ✱ Stimulate background knowledge and associations with the text
- ✱ Provide an opportunity to make informed predictions about what will be learned from reading the text
- ✱ Encourage active reading of the text

The Preview strategy has two steps. The first of these is *brainstorming*. When students brainstorm, they think about and discuss what they have already learned about the topic, perhaps in previous lessons or from friends, relatives, or teachers, or maybe from reading or watching a television program about the topic. The second step is *predicting*. Predicting involves finding clues in the title, subheadings, pictures, and content of a passage that might suggest what the text will be about. Students are provided a very short time (two to three minutes) to preview the text passage. They then take five to seven minutes to write what they already know about the subject and what they predict they will learn, and to discuss their previews. Remember that previewing, like all of the strategies taught within CSR, is a strategy that can be used throughout the day and across the curriculum.

Click and Clunk

Whereas previewing is a strategy used prior to reading, "Click and Clunk" is a self-monitoring strategy that is implemented *during* reading. The purposes of Click and Clunk are to teach students: (a) the metacognitive, or self-learning, skills to monitor their own comprehension; and (b) a method of figuring out the meanings of challenging words or concepts. When students are reading and everything "clicks," they understand the content of what they are reading. They recognize material they know a lot about. On the other hand, students encounter "clunks" when their comprehension breaks down. Clunks are words or concepts that they don't understand and need to know more about in order to comprehend what they are reading and learning. After reading a paragraph or section of the text, students stop reading momentarily to identify and figure out their clunks. Students learn to "declunk" words by seeking help from their peers and by using "fix-up" strategies. These fix-up strategies direct students to:

1. Reread the sentence with the clunk and look for key ideas to help them figure out the word. They think about what makes sense.

2. Read the sentences before and after the clunks to look for clues.
3. Look for a prefix or suffix that might help.
4. Break the word apart into smaller words that they know.

These fix-up strategies are written on “clunk cards” that assist students in “declunking” words. Sample clunk cards are pictured in the Materials section of this book (Chapter 4). When no one in a CSR group can figure out what a clunk means, students are taught to ask the teacher. However, they are instructed to keep reading rather than waiting until the teacher can come to their assistance. Many teachers believe that this is the most valuable aspect of CSR. They notice that their students internalize these Click and Clunk strategies and are able to apply them in different contexts, including on high stakes tests. It is not uncommon, the teachers report, to hear students in the library or lunchroom, wherever they are reading, say to each other, “Hey, do you know the meaning of this clunk word?”

Get the Gist

Like the Click and Clunk strategy, students “Get the Gist” while they are reading, stopping after every paragraph or section of text to implement the strategies. Depending upon the length of a passage, students may stop to Click and Clunk and Get the Gist from three to five times during one CSR session. The purpose of Get the Gist is to teach students to identify the most critical information in the paragraph or section of text they have just read, in other words, to determine the main idea. The “main idea” is frequently touted as an important reading comprehension skill, and while many teachers ask students to tell them the main idea, few actually teach the steps needed to do so. In CSR, students are taught first to name the most important “who” or “what” in the section of text they have just read and then to identify the most important information about the “who” or “what,” rephrasing the main idea in their own

words. Some teachers ask students to limit their responses to ten words or less (Fuchs, Fuchs, Mathes, & Simmons, 1997). The intent is to assist students in providing the “gist” of a text in as few words as possible while also conveying the essential meaning and excluding unnecessary details.

Wrap Up

“Wrap Up,” like Preview, occurs only once during the strategic reading process, but, unlike Preview, it comes *after* reading the day’s selection. The purpose of Wrap Up is to teach students to identify the most significant ideas in the entire passage they’ve read and then to assist them with understanding and remembering what they’ve learned. Wrap Up includes two steps: (a) generating and answering questions about the passage, and (b) reviewing what was learned.

Students *generate questions* concerning what they have read by thinking about the important ideas in the passage and then forming the questions that a good teacher might ask students to see if they really understand the material. Students are encouraged to think of questions that might be asked on a test. They start their questions with “the five W’s and an H” (who, what, when, where, why, and how). Some questions should be about information stated explicitly in the passage and other questions should require an answer not right in the passage but “in your head.” This type of question asks for an opinion and can have more than one right answer. Students are encouraged to ask questions that involve higher-level thinking skills rather than literal recall. Some teachers provide their students with question stems (adapted from Rosenshine & Meister, 1992):

- ✱ How were _____ and _____ the same? Different?
- ✱ What do you think would happen if _____?
- ✱ What do you think caused _____ to happen?

- ✱ How would you compare and contrast _____?
- ✱ What might have prevented the problem of _____ from happening?
- ✱ What are the strengths and weaknesses of _____?

After students have constructed one or two questions, they take turns asking their classmates to answer their “best” questions.

To implement the second step of Wrap Up, *review*, students write down the most important ideas they learned from the day’s reading assignment in their CSR learning logs. The review strategy requires students to mentally organize textual information and to focus on comprehension of the text as a whole. This increases understanding and memory of text. Students take turns sharing what they learned with their groups and perhaps the whole class. Many students can share their “best idea” in a short period of time, providing the teacher with valuable information about each student’s level of understanding.

In summary, students “Preview” the day’s reading assignment (e.g., a section of the social studies textbook) by asking each other what they already know about the topic and what they predict they will learn. After reading a short segment of text, students “Click and Clunk” by making sure everyone in the group understands key vocabulary in the text. Next, students “Get the Gist” by figuring out the main idea of the paragraph or section they have just read. They “Click and Clunk” and “Get the Gist” as they read each short section of text. Finally, after they have finished all of the day’s reading, students “Wrap Up” by restating the most important information learned that day and formulating questions they think the teacher might ask on a test. *CSR’s Plan for Strategic Reading* illustrates this sequence (**Figure 1-1**).

Collaborative Strategic Reading might seem complicated at first. However, most teachers already implement comprehension strategies and cooperative learning to some degree. CSR

puts these practices together in a way that is manageable.

We recommend introducing CSR in *two* stages. During Stage One, the teacher presents the strategies to the whole class using “think-alouds,” modeling, and role playing. Students practice the strategies for several days, with text, developing their skills. Once the students use the strategies proficiently, they are ready to move to Stage Two. During the second stage, students learn the roles that they will use in their cooperative learning groups. Then they can be divided into small groups of four or five students to implement CSR with minimal adult assistance.

Why Teach CSR?

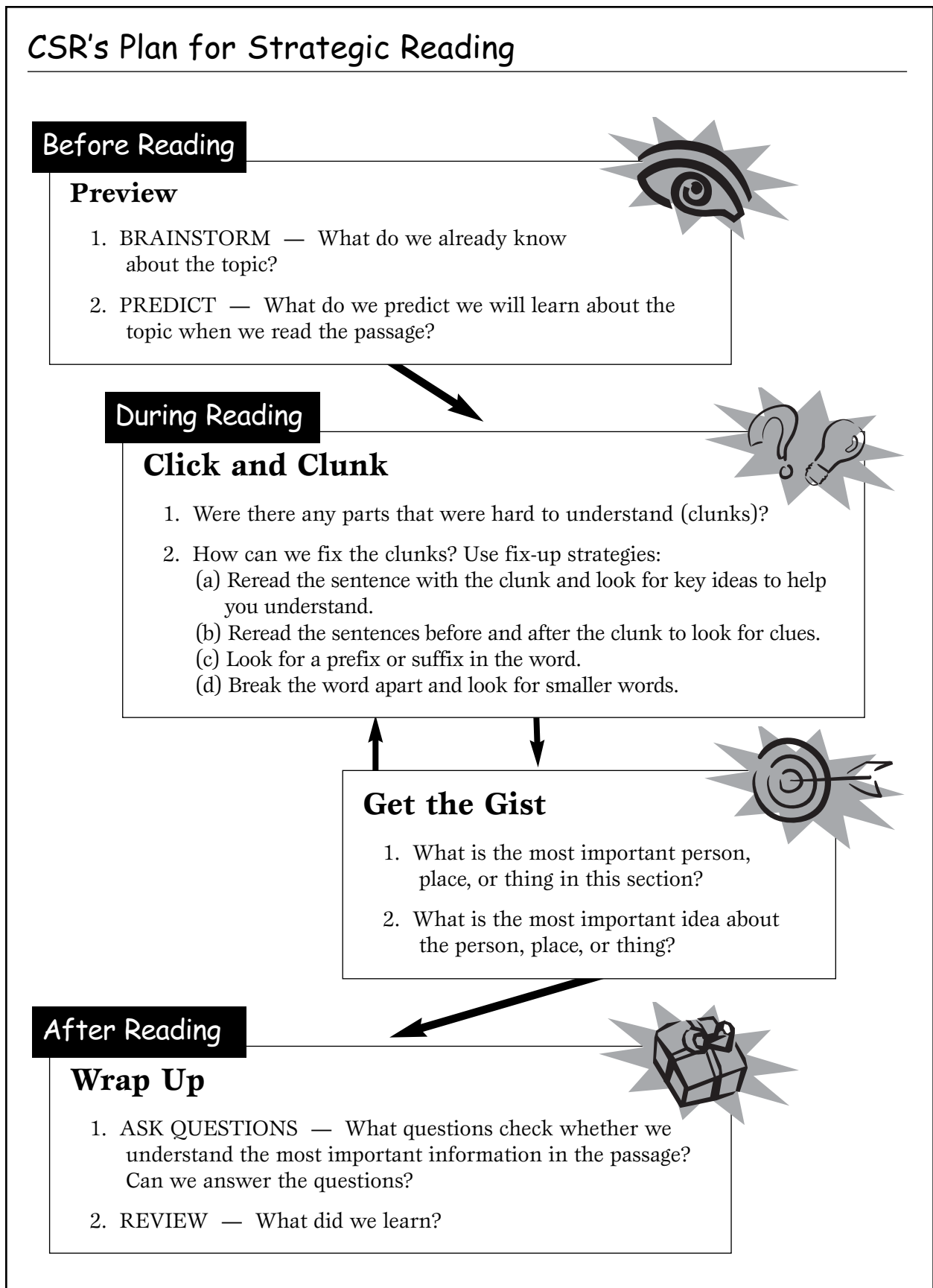
What are the goals of CSR?

The goals of CSR are to improve students’ reading comprehension and increase their conceptual learning. CSR procedures are designed to maximize students’ involvement and help all students to be successful in heterogeneous, or mixed learning level, classrooms.

Why should we teach comprehension strategies?

Comprehension strategies reflect the mental processes or tactics used by successful readers when interacting with text. As students progress through the elementary grades, they are required to read increasingly complex levels of material in content area textbooks. Reading comprehension plays a larger and larger role as students mature. Comprehension strategy instruction is based on the premise that even students who have difficulty understanding text can be successfully taught to apply the strategies used by good readers, and that when poor readers learn to apply these strategies, their reading comprehension will improve. Comprehension strategies are helpful for *all* readers, but are *critical* for students with learning problems.

Figure 1-1



Why should we include cooperative learning?

In comparison with competitive or individualized methods, cooperative learning has been found to improve academic performance, lead to greater motivation towards learning, increase time on task, improve self-esteem, and lead to more positive social behaviors. Cooperative learning fosters the development of higher level reasoning and problem solving skills.

Cooperative learning is effective in diverse classrooms that include a wide range of achievement levels, and has been recommended by experts in the fields of multicultural education, English as a second language (ESL), special education, and general education.

Why do we need Collaborative Strategic Reading?

Many teachers have told us that they want to teach comprehension strategies and help students improve their ability to learn from text but have not been able to find a method that is feasible with large classes. CSR provides a systematic, practical procedure for teaching comprehension strategies to an entire class of students with a range of reading abilities. When the Miami-Dade County Public Schools (M-DCPS) Language Arts Director observed CSR implemented in a fourth-grade classroom for the first time, she became very excited. She said, “You have worked out all the kinks. Reciprocal Teaching, as great as it is, just seemed too challenging to implement with an entire class. But you’ve figured out how to make it work. 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!’”

How is CSR different than Reciprocal Teaching?

While working with administrators, reading leaders, and teachers across the country, we are

sometimes asked how CSR differs from Reciprocal Teaching. After all, both are methods for implementing reading comprehension strategies. CSR is, in fact, an outgrowth of Reciprocal Teaching. After implementing Reciprocal Teaching in our earlier work (Klingner & Vaughn, 1996), we adapted the method until we had made so many changes that we felt we had come up with an instructional approach sufficiently different to warrant a new name. **Table 1-1** illustrates the differences between the two methods.

What Research Supports the Use of CSR?

We designed CSR to capitalize on the best research-based elements devised to enhance reading comprehension and content learning. Our goal was to develop a model that would be effective in diverse classrooms that include students with reading disabilities. CSR has been implemented successfully in classrooms from third grade through middle school.

Research validates the effectiveness of the comprehension strategies and cooperative learning approaches that were combined to form CSR, as well as CSR itself. Comprehension strategy instruction has improved learning opportunities for students with learning disabilities (LD) (for reviews see Pressley, Brown, El-Dinary, & Afflerbach, 1995; Weisberg, 1988) and limited-English-proficient (LEP) students (Anderson & Roit, 1996; Chamot & O’Malley, 1996; Hernandez, 1991; Klingner & Vaughn, 1996). Cooperative learning has also produced favorable results for students with LD (e.g., Madden & Slavin, 1983; Stevens & Slavin, 1995) and ESL students (e.g., Durán & Szymanski, 1995; Jacob, Rottenberg, Patrick, & Wheeler, 1996; Long & Porter, 1985). And it’s been shown that this type of peer interaction increases opportunities for meaningful communication about academic content (Cazden, 1988; Richard-Amato, 1992).

Table 1-1

How CSR and Reciprocal Teaching Differ

Reciprocal Teaching	Collaborative Strategic Reading
Designed primarily for use with narrative text.	Designed primarily for use with expository text.
No brainstorming before reading.	Students brainstorm to activate prior knowledge as part of preview (before reading).
Students predict what they think will happen next before reading each paragraph or segment of text.	Students only predict as part of the Preview strategy (before reading), making informed guesses about what they think they will learn.
Students clarify words or chunks of text they don't understand by rereading the sentences before and after the sentence they don't understand, and/or asking a peer for assistance.	Students use "fix-up strategies" to clarify " clunks " (words they don't understand): <ul style="list-style-type: none"> - Reread the sentence. - Reread the sentences before and after. - Break apart the work and look for smaller words they know. - Look for a prefix or suffix they know. - Look at the picture for clues. - Ask for help.
Students summarize the paragraph or segment of text they have just read.	Students get the gist of the paragraph or segment of text they have just read, identifying "the most important who or what" and the most important information about the who or what. They then say the gist in ten words or less.
Students generate questions after each paragraph or segment of text they have just read.	Students only generate questions as part of a wrap up after they have read the entire day's selection. Students answer each other's questions.
No review after reading.	Students review what they have learned after reading the day's selection.
8–12 students in the group; the teacher in the group.	An entire class is divided into cooperative groups of 2–5; the teacher circulates rather than staying with a group.
No learning logs.	Students record their previews, clunks, questions, and what they've learned in individual CSR Learning Logs .
The "leader" (a student) facilitates the discussion about a paragraph or section of text; this role rotates after each paragraph.	Every student in the group has a meaningful role; one of these roles is to be the "leader." Roles are assigned for an entire lesson (only rotating biweekly in some classes).
No cue cards.	Students use Cue Cards to help them implement their roles and the comprehension strategies.

Investigations of CSR's effectiveness have consistently yielded positive results. A brief review of CSR studies and a summary of CSR effect sizes follow. Some of these studies were conducted in Florida and others in Texas.

In our first investigation of CSR (Klingner, Vaughn, & Schumm, 1998), we taught 85 fourth graders to apply CSR comprehension strategies while reading social studies text in small student-led groups. Fifty-six students in comparison classrooms did not learn the comprehension strategies but received teacher-led instruction in the same content for the same period of time (11 sessions that lasted 45 minutes each). We found that students who used CSR made greater gains on the Gates-MacGinitie Reading Comprehension Test than students who did not, and that they made equal gains in content knowledge. We tape recorded and transcribed students' conversations while they worked in their cooperative learning groups and found that, for the most part, students were able to implement the CSR strategies while working collaboratively. We concluded that, overall, CSR appeared to be feasible for use in general education elementary classrooms with heterogeneous populations. However, we also learned valuable lessons that we then applied in our subsequent efforts to "fine-tune" CSR.

In our next study, we investigated the frequency and means with which bilingual students helped each other and their limited-English-proficient peers while working in small, heterogeneous CSR groups (Klingner & Vaughn, 2000). Given the changes made in CSR since our previous study, we wanted to determine the ways that students helped each other learn new vocabulary words. We also expected to find that students would spend a greater percentage of time engaged in academic discussion, particularly in comparison with the fourth graders in our previous study. We found that, overall, students spent nearly all of their time engaged in academic-related strategic discussion and almost no time (less than one percent) engaged in procedural negotiation. Students assisted one another in understanding word meanings, getting the main

idea, asking and answering questions, and relating previous knowledge to what they were learning. Students' scores on English vocabulary tests improved significantly from pre- to posttest.

In a more recent investigation, we compared student outcomes in five fourth-grade classrooms where CSR was implemented with five classrooms where it was not (Klingner, Vaughn, Arguelles, Hughes, & Ahwee, 2001). This was the first study in which classroom teachers implemented CSR with minimal assistance from us (other than initial training and ongoing monitoring) and student outcomes were compared with matched control classrooms. The challenges experienced by the teachers who implemented CSR were documented to help us better understand and facilitate future instruction. We found that CSR students gained more than comparison students on the Gates-MacGinitie Reading Comprehension Test. Low achieving students in CSR classes showed the greatest gains. In general, those CSR teachers with higher levels of CSR implementation (in quantity and quality) yielded greater gains in comprehension than those CSR teachers with lower levels of implementation.

In another investigation, this time in Texas, we studied both the integration of CSR into middle school instructional teams and the role of peer-mediated strategies in improving academic outcomes (Bryant, Vaughn et al., 1999). The purpose of this study was to describe the reading outcomes of a multi-component intervention on the fluency, word identification, and comprehension abilities of average-achieving middle school students, low-achieving students, and students with learning disabilities. Ten sixth-grade middle school teachers participated in a six month professional development and intervention program to enhance reading outcomes. Teachers were taught CSR during an all-day workshop and provided with materials, time as a team to develop an implementation plan, and in-class follow-up support. Overall, all three groups of students improved in oral reading accuracy and fluency, and significant student

gains in word identification, fluency, and comprehension were noted. However, a subgroup of very poor readers made little or no gains in reading achievement across the three interventions.

We next conducted a follow-up study that focused on CSR as a reading comprehension strategy that could be implemented by middle school teachers across content area classes (Bryant, Ugel, Hougen, Hamff, & Vaughn, 1999). A team of six seventh-grade teachers participated in a year-long study that focused on the implementation of CSR into content reading instruction for average-achieving students, low-achieving students, and students with learning disabilities in reading. Teachers were asked to incorporate CSR into their instruction two to three times weekly, and to attend weekly support group meetings. Teachers were also asked to implement the peer-mediated component of CSR in a manner that worked best for them and their students. Preliminary overall findings suggest that CSR enhanced reading outcomes.

Table 1-2 lists the CSR studies described above and presents the effect sizes associated with each. The authors of the study and the type of comparison reported are provided in the first column. The student achievement group(s) for whom effect sizes are reported are listed in the second. The outcome measures used in the study are listed in the third column; the effect size for each outcome is provided separately in the fourth, and then mean effect sizes are listed in the fifth (Kim, 2000). All of the effect sizes in the fourth column were included in calculating the mean effect sizes provided in the last column.

A Note about CSR and Content Area Instruction

As many teachers are aware, content area instruction requires a variety of instructional modes, including experimentation, research, and inquiry, to name just a few. CSR is not intended

to be the only form of content area instruction a teacher uses for a science or social studies unit. We think that CSR is an excellent tool to supplement or replace whole class read-the-chapter-and-answer-the-questions activities. But CSR should not replace other activities associated with effective content area instruction such as hands on projects, experiments, inquiry-based learning, and other types of content area work.

How is the Rest of the Book Organized?

The chapter you have just read provided an overview of Collaborative Strategic Reading. It included a description of the purpose, the critical components of the instructional practice, when and how it has been used in the past, and a description of the research and effect sizes that support its use and implementation. We hope that you are now motivated to learn more about CSR and how you might implement it in your classroom.

The next chapter will address how to teach the CSR comprehension strategies, and then there is a chapter providing information about cooperative learning. The fourth chapter will present materials related to the implementation of CSR. The fifth chapter is geared toward assisting secondary teachers in implementing CSR.

Sample CSR Lesson

Preview



Brainstorm

Leader: *We know that today's topic is the skeletal system. Let's brainstorm and write everything we already know about the topic in our learning logs. Timekeeper, please start the timer.*

[Timekeeper starts the timer that has been set for one and a half minutes. Everyone writes quietly in their Learning Logs until the timer goes off.]

Timekeeper: *Time's up.*

Leader: *OK, who would like to share their best ideas? Announcer, please call on two people to share.*

Announcer: *John?*

John: *I already know that the muscular system works with the skeletal system to get our bodies to move.*

Encourager: *Good answer.*

Announcer: *Pablo?*

Pablo: *Umm, I know that the skeletal system is made up of different kinds of bones.*

Predict

Leader: *Now let's predict. Look at the title, pictures, and headings and think about what we might learn today. Write your ideas in your learning logs. Timekeeper, start the timer.*

[Timekeeper starts the timer that has been set for one and a half minutes. Everyone writes quietly in their Learning Logs until the timer goes off.]

Timekeeper: *Time's up.*

Students' Roles:

Tasha = Leader

Julia = Announcer

Rosemary = Encourager and Timekeeper

John = Clunk Expert

Pablo = Gist Expert

Note that Pablo is a student with learning disabilities.

Leader: *OK, who would like to share their best ideas? Announcer, please call on two people to share.*

Announcer: *Rosemary.*

Rosemary: *I think we are going to learn about where the bones are and the places of the bones and their names and what we use them for.*

Announcer: *OK, I'm calling on myself.*

Julia: *I predict that we'll learn how the bones of the skeletal system connect.*

Encourager: *Good prediction.*

Read

Leader: *OK, who would like to read the first paragraph?*

Announcer: *Rosemary?*

Rosemary (reading aloud): *How can you keep all the muscles healthy? Without healthy bones and muscles even simple actions would not be possible. One way to keep bones and muscles healthy is to eat the foods shown here. Dairy products, fruits, and vegetables contain calcium and other minerals. Remember that calcium helps make bones hard and strong. Calcium is also used by muscles when they contract. Milk, fish, and eggs contain proteins. Proteins help build muscle tissue. Bread and cereals provide energy that muscles need to move bones. Which of these foods have you eaten today?*

Click and Clunk



Leader: *Did everyone understand what we read? If you didn't, write your clunks in your Learning Log. Announcer, please call on someone to say their clunk.*

Announcer: *Pablo.*

Pablo: *Calcium.*

Leader: *Clunk Expert, please help us out.*

Clunk Expert: *Read the sentence again and think about what would make sense. Try to get a clue. Think if you see any other words that can help you. Did you get anything?*

Pablo: *No.*

Clunk Expert: *OK, now I do, I get something. It is a mineral. Do you know what 'mineral' is?*

Pablo: *Yeah.*

Clunk Expert: *What is it?*

Pablo: *It's like a kind of vitamin.*

Clunk Expert: *OK, calcium is a type of element that there is in the bones. And, the bones need that. Calcium helps the bones in order to make them strong. Do you now understand what calcium is?*

Pablo: *Yes.*

Clunk Expert: *What is it again, one more time?*

Pablo: *It is a type of element that helps the bones grow.*

Clunk Expert: *OK, good.*

Leader: *Any more clunks?*

Group: *No.*

Get the Gist



Leader: *It's time to Get the Gist. Gist Expert, please help us out.*

Gist Expert: *What is the most important idea we have learned about the topic so far? Everyone write a gist in your Learning Log. Timekeeper, please set the timer for one minute.*

[The timekeeper sets the timer. Everyone writes quietly until the timer goes off.]

Gist Expert: *Who has a gist to share?*

Announcer: *Rosemary, can you please answer that?*

Rosemary: *Calcium helps make bones and teeth strong.*

Announcer: *OK, does everyone agree with that answer? John?*

John: *I think the gist is that it's important to eat healthy foods to keep our muscles and bones healthy.*

Gist Expert: *I think that's it.*

Read

Leader: *OK, who would like to read the next paragraph?*

Announcer: *John.*

John (reading): *A second way to keep bones and muscles healthy is to exercise. Exercise helps bones and muscles become stronger. Strong skeletal muscles move bones more easily. Exercise also helps make heart muscles stronger. Many kinds of sports and play are good exercise. These children are getting another kind of exercise that helps keep bones and muscles healthy. What kind of exercise have you done today?*

Click and Clunk

Leader: *Does anybody have a clunk?*

Group: *No.*

Get the Gist

Leader: *OK, then it's time to Get the Gist. Gist Expert, please help us out.*

Gist Expert: *What is the most important idea we have learned about the topic so far? Everyone write a gist in your Learning Log. Timekeeper, please set the timer for one minute.*

[The timekeeper sets the timer. Everyone writes quietly until the timer goes off.]

Gist Expert: *Who has a gist to share?*

Announcer: *Tasha.*

Tasha: *Exercise helps bones and muscles become strong.*

Gist Expert: *Does everyone agree? Me too, I think that's right.*

Read

Leader: *Who would like to read the next paragraph?*

Announcer: *I call on myself.*

Julia (reading): *A third way to keep bones and muscles healthy is to rest and sleep. When you exercise muscles you are using energy that is released from food. As this energy is released, waste materials are formed. This makes bones and muscles feel tired. When you rest, your waste materials are carried away from the muscles by your blood. Rest also gives the body time to make and repair bone and muscle tissue.*

Click and Clunk

Leader: *Does anybody have a clunk?*

Group: *No.*

Get the Gist

Leader: *It's time to Get the Gist. Gist Expert, please help us out.*

Gist Expert: *What is the most important idea we have learned about the topic so far? Everyone write a gist in your Learning Log. Timekeeper, please set the timer for one minute.*

[The timekeeper sets the timer. Everyone writes quietly until the timer goes off.]

Gist Expert: *Who has a gist to share?*

Announcer: *John.*

John: *When you exercise, muscles use energy that is released from food.*

Gist Expert: *Does everyone agree?*

Announcer: *I think it's that we need rest and sleep to keep healthy. Rosemary?*

Rosemary: *We need to rest because our muscles get tired when they use energy.*

Gist Expert: *I think that's good.*

Read

Leader: *Who would like to read the next paragraph?*

Announcer: *Pablo.*

Pablo (reading, with help from his peers): *What are some problems with bones? Bones are strong, but they can be injured. Have you ever broken a bone? Because most young people are very active, they may break bones. A crack or break in a*

bone is called a fracture. The picture shows bones and fractures in two different ways. In an open fracture, the ends of the broken bone stick out. In a closed fracture, the bone is broken but the ends of the bone do not stick out. Which fracture is probably more dangerous? Because bones are made of living tissues they can repair themselves.

Click and Clunk

Leader: Does anybody have a clunk? OK, please write your clunks in your Learning Logs.

Announcer: Rosemary?

Rosemary: Fractured.

Leader: Clunk Expert, please help us out.

Clunk Expert: Does anyone know what 'fractured' means? Tasha?

Tasha: It says right here in the paragraph that a fracture is a crack or break in the bone. Have you ever broken a bone? This picture shows you. This is a fractured bone, OK?

Rosemary: OK.

Get the Gist

Leader: It's time to Get the Gist. Gist Expert, please help us out.

Gist Expert: What is the most important idea we have learned about the topic so far? Everyone write a gist in your Learning Log. Timekeeper, please set the timer for one minute.

[The timekeeper sets the timer. Everyone writes quietly until the timer goes off.]

Gist Expert: Who has a gist to share?

Announcer: John?

John: A break in a bone is called a fracture.

Gist Expert: OK, can you add to that?

John: Yes, it is trying to say that when you break your bone you can have a closed fracture or an open fracture.

Encourager: Good job.

Wrap Up

Generating and Answering Questions

Leader: Now let's think of some questions to check if we really understood what we read. Remember to start your questions with who, when, what, where, why, or how. Everyone write your questions in your Learning Log. Timekeeper, please set the timer for three minutes.

[Timekeeper sets the timer. Everyone writes quietly until the timer goes off.]

Leader: Who would like to share their best question? Announcer, please call on someone.

Announcer: Tasha.

Tasha: What might happen if your bones did not contain enough calcium?

Pablo: They will break.

Tasha: OK, they will probably break. But can we add a little bit?

Rosemary: Well, first of all, what is calcium? And then we can figure out what it says and how it helps the bones.

Pablo: OK, calcium is something that keeps the bones healthy.

Announcer: Tasha?

Tasha: If you don't have enough calcium, then the bones will get weak and break. And, then after you die, your bones decay and you

turn into dust. Your bones will, like, decompose in your body.

Pablo: *OK, I would say the same thing because the bones without calcium are nothing.*

Leader: *Who else has a question?*

Encourager: *Wait, that was a good job answering that question.*

Leader: *OK, now . . .*

Announcer: *I have a question. How could we keep muscles healthy? Rosemary?*

Rosemary: *By eating grains, cereal, dairy products like milk, meat, fish, and bread, and chicken.*

Julia: *Yeah, and also by getting exercise and enough rest.*

Leader: *Good, anyone else?*

Announcer: *John.*

John: *How does rest make you healthy after exercise?*

Leader: *Please call on someone to answer the question.*

Announcer: *I'll answer it. When you exercise your muscles, you use energy that is released from food. Resting allows the body to save up more energy, and also to repair muscle and bone tissue.*

Encourager: *Great answer.*

Review

Leader: *It's time to review. We will have one and a half minutes to write what we learned in our Learning Logs. Timekeeper, start the timer.*

[The timekeeper sets the timer and everyone works quietly until it goes off.]

Leader: *Now let's go around the group and each say something that we learned. Announcer, call on someone to start.*

Announcer: *Rosemary.*

Rosemary: *I learned different ways to keep my muscles and bones healthy.*

Pablo: *I learned that bones need calcium to be healthy.*

John: *I learned that rest is really important so that your body can store up energy.*

Julia: *I learned that there are two kinds of fractures, open fractures and closed fractures.*

Tasha: *Bones are living tissues, so they can repair themselves.*

Compliments and Suggestions

Leader: *The Encourager has been watching carefully and will now tell us two things we did really well as a group today.*

Encourager: *I think we did a really good job taking turns today and not interrupting each other. Also, everyone participated.*

Leader: *Is there anything that would help us do even better next time?*

Encourager: *Well, I think we could still do a better job using "six-inch voices"² so that we don't get too loud.*

Leader: *Anything else?*

Encourager: *No, I don't think so.*

Leader: *OK, thank you. That's a wrap!*

² "Six-Inch Voices": Students learn to use different sized voices for different situations. A "two-inch voice" is used for talking very quietly only with a neighbor. "Six-inch voices" are appropriate for small groups. Students talk in "twelve-inch voices" when in larger groups. Practicing this helps with volume control.

Collaborative Strategic Reading

By: Janette K. Klingner, Ph.D.
Sharon Vaughn, Ph.D.
Joseph Dimino, Ph.D.
Jeanne S. Schumm, Ph.D.
Diane Bryant, Ph.D.

For Grades: 3–8 General Education
9–12 Intervention

Collaborative Strategic Reading is the first book to describe the enormously successful CSR procedure for teaching reading skills to students in mixed-level classrooms in the intermediate grades. CSR incorporates and builds upon effective, well-tested tactics like cooperative learning and reciprocal teaching to offer a systematic, yet practical, approach to reading comprehension.

At the heart of *Collaborative Strategic Reading* are four complementary comprehension strategies that students can use to make sense of a text:



Preview—Students learn to brainstorm and predict what they will learn



Click and Clunk—Students learn to decode difficult key words and ideas (“clunks”) and turn them into easily understood concepts (“clicks”)



Get the Gist—Students are taught to identify and put into their own words the main idea of a sentence or paragraph



Wrap Up—Students are taught to review a reading passage and formulate questions about it, especially useful in developing test-taking skills

Collaborative Strategic Reading contains comprehensive lesson plans for all of these strategies, including sample teacher-student dialogues, suggestions for whole class activities, and ideas for making CSR part of a well-rounded, content driven curriculum.

In addition, many pages of reproducible materials and overhead transparency masters are provided—diagrams, cue cards, learning logs—all intended to make teaching CSR easy, simple, and enjoyable.

“CSR is an excellent technique for teaching students reading comprehension and for building vocabulary. It also helps students to work together cooperatively. I think it is wonderful. We have been using it with the social studies text and it’s turned out beautifully.”

— Lucille Sullivan,
fifth-grade teacher

“You have worked out all the kinks. Reciprocal Teaching, as great as it is, just seemed too challenging to implement with an entire class. But you’ve figured out how to make it work. I love it.”

— Norma Bossard,
Past Language Arts Director,
Miami-Dade County Public Schools



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