

# Teaching Reading Strategies to Young Readers: Collaborative Strategic Reading

READING Conference  
October, 2017



Alison Boardman, PhD  
University of Colorado Boulder  
[alison.boardman@colorado.edu](mailto:alison.boardman@colorado.edu)

# Session Goals



Develop knowledge about:

- Why reading comprehension is important for young readers
- What the research says
- Collaborative Strategic Reading, a model for teaching reading comprehension

# Goal Setting



Turn to a partner.

- What do you love about reading?



# What is Reading Comprehension?

“The process of simultaneously extracting and constructing meaning through interaction with written language” (Shanahan, et al., 2010, p. 5).

# LESS THIS



# What Research Says about “Good Readers”

**MORE THIS**

Good Readers do some combination of the following:

1. Set goals and check to see if they are meeting those goals
2. Preview a text and examine its structure before reading
3. Use prior knowledge to link ideas together and make inferences
4. Ask questions throughout the reading process
5. Make predictions and confirm/refute as they read
6. Visualize what they read
7. Are metacognitive; they identify misunderstanding and figure out how to repair
8. Thoughtful and connect with their own emotions
9. Feel competent (I got this!)

# CCSS Asks Young Children to Understand What They Read...

- ▶ Ask and answer questions about key details in a text. (K)
- ▶ Identify the main topic and retell key details of a text. (K)
- ▶ Describe characters, settings, and major events in a story, using key details (1<sup>st</sup> grade)
- ▶ Compare and contrast the adventures and experiences of characters in stories. (1<sup>nd</sup> grade)
- ▶ Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (1<sup>st</sup> grade)
- ▶ Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (2<sup>nd</sup> grade)
- ▶ Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2<sup>nd</sup> grade).

# Why Collaborative Strategic Reading (CSR)?



**CSR Colorado**

Read. Lead. Succeed.

# What Research Says...



Teach students how to use reading comprehension strategies.

- ▶ Teach students how to use **several** research-based reading comprehension strategies.
- ▶ Teach reading comprehension strategies **individually or in combination**.
- ▶ Teach reading comprehension strategies by using a **gradual release of responsibility**.

(Shanahan et al., 2010 – Improving Reading Comprehension in K-3 Practice Guide)

# There is a Need for More Reading Strategy Instruction



- ▶ Observations of classrooms show that little to no time is devoted to explicit strategy instruction to support reading comprehension.
- ▶ “Students were prompted to generate the types of ideas that might occur to strategic readers as they read, but were not actually taught the strategies themselves, how to use them or the utility of the strategies” (Pressley, 2006, p. 299).

# Learning Strategies + Language



- Reading strategies provide actionable steps for students.
- They increase awareness of the thinking processes that drive comprehension.
- They are used flexibly.

- Students use language, written, and spoken, to construct meaning about text.
- Listening to and speaking with peers supports comprehension.
- Students must use language to learn language.

In CSR,  
**TALK** and **STRATEGIES**  
are tools to increase  
comprehension.

# 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.

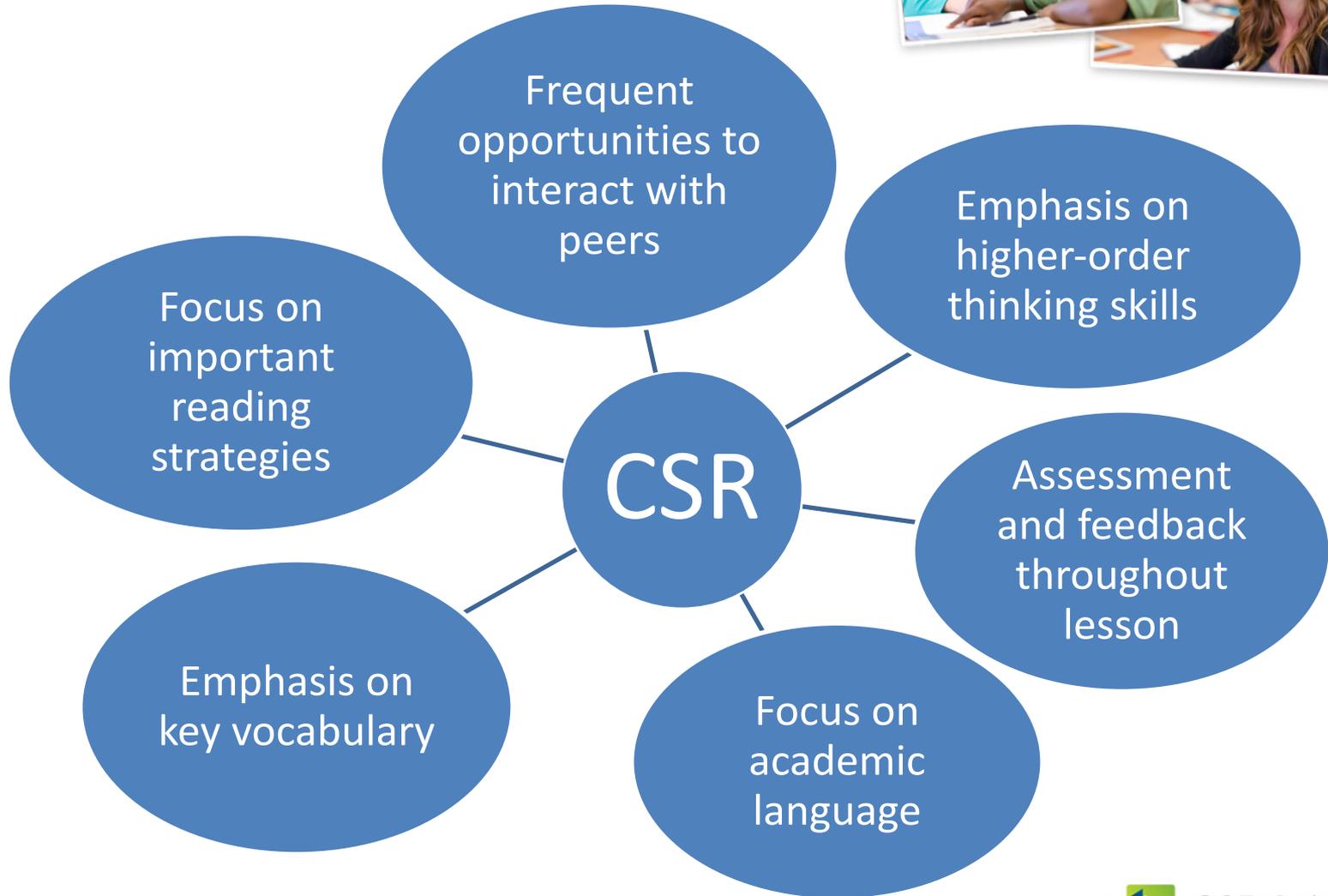
## After Reading

### 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.



# WHY CSR for ELLs?



# The CSR Strategies



CSR Colorado

Read. Lead. Succeed.

Introduce the strategies one at a time. Over time you can focus on one strategy or two strategies, or the entire routine.

Be consistent and practice, practice, practice.

- ▶ CSR includes discussion.
- ▶ Students work together (in pairs or small groups).
- ▶ Students can record thinking on a learning log.
- ▶ Students can use roles in teacher selected small groups.

# CSR: Text Selection

- Consider your purpose for reading. A key purpose should be understanding text.
- CSR was primarily designed to be used with expository text.
- Select reading material that:
  - ▶ Includes main ideas (*not* just lists of information).
  - ▶ Provides context that helps students connect information.
  - ▶ Is interesting and meaningful.
- **The best texts for CSR are integrated into your curriculum or units of study.**
- Divide text into sections (from a few sentences to a few paragraphs with one main idea).



## Hero Dogs Program Enlists Pups to Help Those who Served

By Kerry Tousignant, Washington Post, adapted by Newsela staff 09/28/2017

---

### SECTION 1

#### Pups In Training

A new school year just started. And not just for kids! It is a new school year for a special group of puppies, too. These pups are in **training**. They are learning to be Hero Dogs. A Hero Dog is a kind of **service** dog. Hero Dogs help veterans who were hurt in war. Veterans are people who served in the military. They might have been soldiers or sailors.

The puppies start training when they are 8 to 12 weeks old. They are taken to the Hero Dogs center. It is in Maryland. At Hero Dogs, the pups are house-trained. They learn easy **commands**. The puppies go everywhere with their teachers. They learn how to be around people. They learn to be comfortable with other animals, too.

---

### SECTION 2

#### Learning Skills To Help Veterans

When they are 18 months old, the dogs learn special **skills**. They will use these skills to help veterans. Life can be hard for people who were hurt in war. Many have a hard time doing things they used to do. Some might have trouble walking up stairs. Others can't shut doors. They might need help flicking light switches. The puppies learn to do these things.

Soon, each puppy is matched with a person. They learn to live together. The dogs get more teaching. If things go well, the dogs graduate. They go home with their new people.

# CSR Strategies: Preview



**CSR Colorado**

Read. Lead. Succeed.



# What is CSR Preview?

5-10 minutes

1. Teacher states the topic.
2. Students brainstorm and write what they already know. Students *share* with their partner or small group.
3. Teacher builds background knowledge.
4. Teacher may choose to present important vocabulary and concepts.
5. Teacher states the purpose for reading.

**When is Preview used?** Preview occurs once, *before* reading.

# The Importance of Background Knowledge (Example)



- ▶ Group 1:  
Told that they were gathering information in order to rob a house.
- ▶ Group 2:  
Told that they were prospective home buyers.
- ▶ Both groups read the same passage describing a house.
- ▶ Results:  
Memory for information varied according to activated schema and prior knowledge.

(Pichert & Anderson, 1977; Goetz, et al., 1983)

# Preview: Guided Practice *Earth-Friendly Fabrics*



**CSR Colorado**

Read. Lead. Succeed.



# PREVIEW

## 1. State the topic and connect to class content or curriculum.

- *“Today’s topic is: Earth friendly fabrics. We have been studying earth’s resources. Today we will learn about clothing that protects earth’s resources.”*

## 2. Brainstorm:

- *“What do you already know about fabrics that are earth friendly.” OR*
- *“What kinds of activities are earth friendly?”*

## 3. Build background knowledge as needed.

- “Earth friendly clothes don’t harm the earth and we’ll learn about how that happens today.” [show example...].



- 1 min to write what you know.
- 2 min to share

#### 4. Present 2 or 3 important proper nouns or key vocabulary concepts.

- Use visuals or demonstration.
- Point out terms in text.



**biodiversity** =  
variety of life on  
earth

## **5. Set the Purpose (connect to unit goal)**

*“As we read, consider how earth friendly fabrics can protect earth’s resources.”*

# Which Words Should You Pre-teach?

- Biodiversity (key concept)
- **In Social Studies:**
  - agriculture (key concept; discipline specific academic language)
  - materials (key concept; multiple meaning)
- **In Science:**
  - Chemical reaction (discipline specific academic language)
- **In a classroom with English Learners:**
  - Fabrics (May be unfamiliar to ELs; also has a false cognate which can be confusing—*fabrica* means factory in Spanish.)
  - Earth-friendly (culturally specific; key concept)



## Hero Dogs Program Enlists Pups to Help Those who Served

By Kerry Tousignant, Washington Post, adapted by Newsela staff 09/28/2017

---

### SECTION 1

#### **Pups In Training**

A new school year just started. And not just for kids! It is a new school year for a special group of puppies, too. These pups are in training. They are learning to be Hero Dogs. A Hero Dog is a kind of service dog. Hero Dogs help veterans who were hurt in war. Veterans are people who served in the military. They might have been soldiers or sailors.

The puppies start training when they are 8 to 12 weeks old. They are taken to the Hero Dogs center. It is in Maryland. At Hero Dogs, the pups are house-trained. They learn easy commands. The puppies go everywhere with their teachers. They learn how to be around people. They learn to be comfortable with other animals, too.

---

### SECTION 2

#### **Learning Skills To Help Veterans**

When they are 18 months old, the dogs learn special skills. They will use these skills to help veterans. Life can be hard for people who were hurt in war. Many have a hard time doing things they used to do. Some might have trouble walking up stairs. Others can't shut doors. They might need help flicking light switches. The puppies learn to do these things.

Soon, each puppy is matched with a person. They learn to live together. The dogs get more teaching. If things go well, the dogs graduate. They go home with their new people.

# How Do I Write a Brainstorm Prompt?

- Basic brainstorm prompt:
  - \*What do you already know about [topic]?
- Lesson on Service Dogs:
  - *1. What do you know about the ways animals help people? (requires students to make a **content connection**) or*
  - *2. What are some reasons why people have pets? (allows students to make a **personal connection** to the content).*
- Brainstorm is a low stakes entry into the topic:
  - EVERYONE makes a connection to something they know related to the topic.
  - EVERYONE shares with a partner or their small group.
- Brainstorm should connect to purpose if possible.

# CSR Strategies: Click and Clunk



**CSR Colorado**  
Read. Lead. Succeed.



# What is 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 does understanding break down?

- Text is too difficult.
  - e.g., Sentence structure, vocabulary, unfamiliar content
- You aren't paying attention.
  - e.g., Tired, preoccupied, adolescent 😊, noisy or stressful environment
- You aren't interested in what you are reading.
- The reading brings up emotional triggers.
- You don't know why you are reading.

# What helps?



Metacognition =  
Thinking about Thinking

- Monitoring understanding
- Selecting an action
  - What? How? Why? When?
- Taking action



# Steps for Click and Clunk

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

# When is Click and Clunk used?



- ▶ Click and Clunk is used during reading.
- ▶ Students stop and find the meaning of their clunks *at the end of each section of text.*

# Vocabulary Instruction and CSR

## Click and Clunk



### ► Note:

- Teaching students to use fix-up strategies is just one part of vocabulary instruction.
- Vocabulary instruction is most effective when teachers provide explicit instruction, offer multiple meaningful opportunities for practice, and actively involve students in the process.

# Clunk Criteria: What is a clunk?



- ▶ A clunk is:
  - A word or concept you don't know how to define in the context of the reading
- ▶ A clunk is NOT:
  - A proper noun
  - A word you know but don't read correctly (e.g. "sergeant")
  - A word with a definition that is provided somewhere else in the text (glossary; side panel)

the move was troubled from early on. As money poured in to build the new city, rumors of **corruption** flew. People said

**corruption** dishonest or illegal practices, especially involving money

# 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.

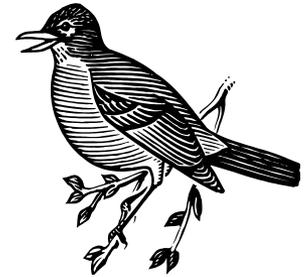
Strategies  
#1 & #2 use  
context  
clues

Strategies  
#3 & #4 use  
word  
analysis

# 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)



# Click and Clunk Examples: WORD CLUES



- ▶ In the early days, gold was **transported** in wagons. (#1, #3)
- ▶ The Department of Motor Vehicles requires a **thumbprint** to get a driver's license. (#3)
- ▶ Students should **participate** during class. (#4)

# 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.
- Lots of languages have cognates in English (e.g., Arabic).
- 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.

## ACTIVITY: Clunk Practice



Is there a middle ground between an obsession with aging and an intelligent commitment to a healthier lifestyle? How much time, money, energy, and angst should we devote to the fight against **senescence**?



► Fix-up strategy?

# Adaptations



- ▶ How might you adapt for students in
  - 2<sup>nd</sup> grade?
  - 1<sup>st</sup> grade?
  - Kindergarten?

# Overheard in a DPS classroom:



Text selection (4<sup>th</sup> grade science):

*The fisherman of Minamata began protesting against Chisso Corporation in 1959. They demanded compensation, and that Chisso quit dumping toxic waste.*

*Daniel:* What does compensate mean?

*Alex:* I am not sure, but I know what “recompensa” means in Spanish – it means to pay back someone when you hurt them.

*Daniel:* Oh so you think they wanted money from the company?

*Alex:* Yeah that makes sense. I guess it’s pretty cool to be bilingual.

# The Teacher's Role

- Listen in on groups and check students' learning logs:
  - check for misunderstandings
  - revisit common clunks as needed
- Promote collaboration. Don't just tell...



# CSR Strategies: Get the Gist



CSR Colorado

Read. Lead. Succeed.

# What is Get the Gist?

Get the Gist is a main idea strategy.

## Steps to Get the Gist

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

# When is Get the Gist used?



- ▶ Get the Gist is used during reading.
- ▶ Students stop and find the meaning of their clunks and then figure out the gist *at the end of each section of text*.

NOTE: The teacher pre-determines sections of text and either marks or tells students the sections

# 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.

# Avoid Pitfalls: Gist



- ▶ Write a gist for the following paragraph.

Sloths have long gray or brown hair that blends in well with the surrounding environment, making it difficult for predators, such as the jaguar, to see them. They eat leaves and buds. A sloth's gestation period is almost six months. They do most things upside down: eat, sleep (an average of 15 hours per day), mate, and give birth. The probable maximum sloth lifespan is between 30 and 40 years.

# Final Thoughts - Get the Gist

- ▶ Getting the main idea is a difficult skill for most students.
- ▶ Students often require significant scaffolding to learn the process well.
- ▶ Model the process, scaffold in small groups, shorten sections, and provide feedback.
- ▶ Use the modified Gist Scaffold Learning Log

**Most Important (Who/What)**



- 
- -

**Gist**

---

---

- ▶ In addition, learning to give and get feedback takes time.
- ▶ Use the role cards and practice, practice, practice...

# CSR Strategies: Wrap-Up



**CSR Colorado**

Read. Lead. Succeed.



# What is Wrap up?

## 1. Question Generation:

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

## 2. Review:

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

# When is Wrap Up Used?



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



## Hero Dogs Program Enlists Pups to Help Those who Served

By Kerry Tousignant, Washington Post, adapted by Newsela staff 09/28/2017

---

### SECTION 1

#### **Pups In Training**

A new school year just started. And not just for kids! It is a new school year for a special group of puppies, too. These pups are in training. They are learning to be Hero Dogs. A Hero Dog is a kind of service dog. Hero Dogs help veterans who were hurt in war. Veterans are people who served in the military. They might have been soldiers or sailors.

The puppies start training when they are 8 to 12 weeks old. They are taken to the Hero Dogs center. It is in Maryland. At Hero Dogs, the pups are house-trained. They learn easy commands. The puppies go everywhere with their teachers. They learn how to be around people. They learn to be comfortable with other animals, too.

---

### SECTION 2

#### **Learning Skills To Help Veterans**

When they are 18 months old, the dogs learn special skills. They will use these skills to help veterans. Life can be hard for people who were hurt in war. Many have a hard time doing things they used to do. Some might have trouble walking up stairs. Others can't shut doors. They might need help flicking light switches. The puppies learn to do these things.

Soon, each puppy is matched with a person. They learn to live together. The dogs get more teaching. If things go well, the dogs graduate. They go home with their new people.

**Ask questions: What? When? Where? Why? How?**

# Use Question Stems



- ▶ Question stems provide a scaffold for question generation.
- ▶ Examples:
  - What is \_\_\_\_\_?
  - Who was \_\_\_\_\_ and what did he (or she) do?
  - What were some of the reasons for \_\_\_\_\_?
  - What were some of the problems faced by \_\_\_\_\_?
  - Why is \_\_\_\_\_ a good or a bad thing?
  - Why do you think \_\_\_\_\_ happened?

# Review



- ▶ Students can write or say the most important ideas.
- ▶ Ask students to share review statements.
- ▶ Always use evidence to show why.
- ▶ Provide a quick summary.
- ▶ Connect to learning objectives.
- ▶ Follow up with a short activity that focuses on content or strategies...or both!

# INTRODUCING CSR TO YOUR STUDENTS...



**CSR Colorado**

Read. Lead. Succeed.

# One Strategy at a Time



- ▶ Teach one strategy at a time.
- ▶ Model strategy use with student readings and in your own life.
- ▶ Practice in partners.
- ▶ Practice in small groups.
  
- ▶ REPEAT – Students learn strategies as a routine. Practice in many different settings.

# 1. Log in to the CSR online TOOLKIT

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

LOGIN – create an account

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

## Collaborative Strategic Reading

an innovative, effective approach to reading comprehension

**Welcome to the CSR Toolkit!**  
Log in to access FREE: classroom resources, professional development modules, and video examples of CSR.

### CSR Toolkit Login

Email address

Password

**LOG ON**

Remember me      [Forgotten password](#)

# To review preview – see CSR Foundations PD: Preview

The screenshot shows the CSR Colorado website interface. At the top, there is a navigation bar with the CSR Colorado logo (tagline: Read. Lead. Succeed.), The Bueno Center logo (tagline: for multicultural education), and Denver Public Schools logo (tagline: Discover a World of Opportunity). Below the navigation bar are four tabs: ABOUT CSR, CSR FOUNDATIONS PD, CSR ADVANCED PD, and CLASSROOM RESOURCES. The main content area features a sidebar on the left with links: About the CSR Toolkit, Using the CSR PD Modules, Print & Favorites Features, and Earning PD Credit. The main content area is titled "My PD Dashboard" and includes a header image of a teacher and student. Below the title, there is introductory text: "Become familiar with Collaborative Strategic Reading by exploring the pages in the menu above, [About CSR](#). When you're ready to learn more, see the tabs on the left. You can begin the CSR Professional Development (PD) Modules at any time." This is followed by another paragraph: "This page displays your progress through the CSR PD modules. It also includes quick access to any pages you select as 'favorites.'" Below the text are three tabs: CSR FOUNDATIONS PD, CSR ADVANCED PD, and FAVORITES. At the bottom, there is a "Preview" button with a play icon.

my Dashboard | my Account | Logout

**CSR Colorado**  
Read. Lead. Succeed.

**THE BUENO CENTER**  
for multicultural education

**DENVER PUBLIC SCHOOLS**  
Discover a World of Opportunity™

ABOUT CSR   CSR FOUNDATIONS PD   CSR ADVANCED PD   CLASSROOM RESOURCES

About the CSR Toolkit

Using the CSR PD Modules

Print & Favorites Features

Earning PD Credit

**We'd love to hear from you!**

## My PD Dashboard

Become familiar with Collaborative Strategic Reading by exploring the pages in the menu above, [About CSR](#). When you're ready to learn more, see the tabs on the left. You can begin the CSR Professional Development (PD) Modules at any time.

This page displays your progress through the CSR PD modules. It also includes quick access to any pages you select as "favorites."

CSR FOUNDATIONS PD   CSR ADVANCED PD   FAVORITES

Preview

# 2. For Preview intro lesson for students – go to Classroom resources: Strategy Intro Lessons

The screenshot shows a website interface with a blue header and a left-hand navigation menu. The header contains four tabs: 'ABOUT CSR', 'CSR FOUNDATIONS PD', 'CSR ADVANCED PD', and 'CLASSROOM RESOURCES'. The navigation menu lists several options, with 'Strategy Intro Lessons' circled in blue. The main content area features a title 'Strategy Intro Lessons' and a photograph of two women. Below the title, there is a paragraph explaining the recommendation to teach one strategy at a time, followed by a paragraph about the opportunity for students to learn and practice a new strategy. A link to a FAQ page is provided. At the bottom, a 'Preview:' section is circled in blue, containing three links: 'Strategy Intro Lesson Guide', 'PowerPoint Lesson', and 'Strategy Intro Lesson Reading'. A footer banner at the bottom left says 'We'd love to hear from you!' with a play button icon.

ABOUT CSR    CSR FOUNDATIONS PD    CSR ADVANCED PD    CLASSROOM RESOURCES

Orientation

Student Materials

Teacher Materials

Video Library

▶ Strategy Intro Lessons

Strategy Practice

Promethean Resources

Teacher Tips

FAQs

## Strategy Intro Lessons

We recommend introducing CSR to your students by **teaching one strategy at a time**.

Each Strategy Intro Lesson provides an opportunity for students to learn and practice a new strategy by themselves and in pairs or small groups.

The Strategy Intro Lessons use a standard reading applicable to 5<sup>th</sup> – 9<sup>th</sup> graders. You can **change the reading** and **adjust sections of the lesson and lesson templates** to fit your curricular needs.

[Learn more about Strategy Intro Lessons on this FAQ page.](#)

**Preview:**

- ▶ Strategy Intro Lesson Guide
- ▶ PowerPoint Lesson
- ▶ Strategy Intro Lesson Reading

We'd love to hear from you!

# Preview intro lesson

## Content Language Objective

Students will be able to **verbally identify** the steps to a CSR Preview using CSR terms (brainstorm, purpose for reading, learning log) **after guided practice.**



1

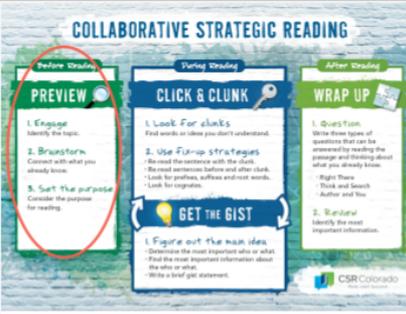
## WHY DO WE READ?

What are some of the reasons people read?



2

## COLLABORATIVE STRATEGIC READING



3

## Steps to the Brainstorm

-  **On your own:**  
On your Learning Log, write what you already know about the topic (1 minute).
-  **With a partner:**  
Share what you wrote.
-  **Share with the class:**  
The teacher will ask some of you to share your brainstorm.

4

## CSR Learning Log

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Today's Topic: **Mudslides**

**Before Reading: Preview**

**Brainstorm:** (Do Now/Quick Write/Warm-Up/Connections to Prior Knowledge)

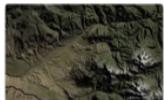
**What are mudslides?  
What causes mudslides?  
What damage might a mudslide create?**

5

## Key Vocabulary

**terrain** - a piece of land, including its natural features

**debris** - loose natural material including broken pieces of rock, dirt or trash



Terrain with dirt and grass



Debris with rock, dirt and trash

6

## Purpose

Define the characteristics of a mudslide and explain the causes and ways to protect against mudslides.

7

## Turn and Talk

- Share the steps of Preview with your partner.
- Tell your partner which part of the Preview would be most helpful when you read.

8

\*Includes student handouts and lesson guide



What questions do you have???

Thank you!  
alison.boardman@colorado.edu

# References

- ▶ Brown, R. & Dewitz, P. (2014). *Building comprehension in every classroom*. New York: Guilford.
- ▶ Klingner, J., K., Vaughn, S., Boardman, A. G., & Swanson, E. (2012). *Now we get it: Boosting comprehension with CSR*. MA: Jossey Boss.
- ▶ Pressley, M., & Allington, R. L. (2015). *Reading instruction that works (4<sup>th</sup> ed)*. New York: Guilford.
- ▶ Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practiceguides](http://whatworks.ed.gov/publications/practiceguides).