Teaching Reading Strategies to Young Readers: Collaborative Strategic Reading

READing Conference
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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).
We're supposed to have this whole stupid book read by tomorrow.

Flip-ip-ip-ip-ip-ip!

There! It's good to get that out of the way!

Reading goes faster if you don't sweat comprehension.

Where's the frisbee?
What Research Says about “Good Readers”

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!)

(Brown & Dewitz, 2014)
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 (1st grade)
- Compare and contrast the adventures and experiences of characters in stories. (1nd grade)
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (1st grade)
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (2nd grade)
- Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2nd grade).
Why Collaborative Strategic Reading (CSR)?
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)
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?

- Frequent opportunities to interact with peers
- Emphasis on higher-order thinking skills
- Assessment and feedback throughout lesson
- Focus on academic language
- Emphasis on key vocabulary
- Focus on important reading strategies
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.
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).
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.

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
What is CSR Preview?

1. Teacher states the topic.

2. Students brainstorm and write what they already know. Students *share* with their partner or small group.

3. Teacher builds background knowledge.

4. Teacher may choose to present important vocabulary and concepts.

5. Teacher states the purpose for reading.

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
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)
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.

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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
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
- 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.*
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)
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.
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.

(Colorin’ Colorado, 2007)
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?
How might you adapt for students in
- 2nd grade?
- 1st grade?
- Kindergarten?
Overheard in a DPS classroom:

Text selection (4th 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
What is Get the Gist?

Get the Gist is a main idea strategy.

Steps to Get the Gist

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<tr>
<th>Steps</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Name the “who” or “what” the paragraph is mostly about.</td>
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<tr>
<td>2.</td>
<td>Identify the most important information about the “who” or “what”.</td>
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<tr>
<td>3.</td>
<td>Write the gist in about 10 words.</td>
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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
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.
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
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.
SECTION 1

Pups In Training

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SECTION 2

Learning Skills To Help Veterans

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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.
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…
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


LOGIN – create an account
To review preview – see CSR Foundations PD: Preview

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

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 5th – 9th 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
Preview intro lesson

*Includes student handouts and lesson guide
What questions do you have???

Thank you!
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References


