

CSR: A READING COMPREHENSION STRATEGY

CHALLENGE

- **Media:** It is October, and Mr. Dupree, a sixth-grade science teacher at Washington Middle School, is growing concerned about his students' performance. Although they generally seem interested in science and participate in group projects and lab assignments, lately he has begun to notice that many of his students are reluctant to take part in class discussions after an independent reading assignment. (movie)

INITIAL THOUGHTS

- What are some reasons to teach reading comprehension strategies in content-area classes?
- What can teachers do to improve their students' reading comprehension?
- How can reading comprehension strategies be implemented in content-area classes?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should:
 - Recognize strategies that improve reading comprehension
 - Understand the purpose, components, and implementation of Collaborative Strategic Reading (CSR)
 - Be able to effectively implement the CSR approach

▶ Page 1: The Significance of Reading Comprehension

- Reading Comprehension Skills (box)
- *Link:* "expository text" (definition)
- Keep in Mind (box)
- FYI (box)

▶ Page 2: Improving Reading Comprehension

- Four elements of reading comprehension strategies (bulleted list)
- Good reader/ Poor reader (box with bulleted lists)

▶ Page 3: Introduction to CSR

- Four elements (bulleted list)
- Ingredients of CSR (graph)
- **Media:** Sharon Vaughn, a University of Texas researcher and developer of Collaborative Strategic Reading, talks about why CSR was developed (audio)
- **Media:** Sharon Vaughn talks about why CSR is an effective strategy (audio)
- FYI (box)
- It is easier to use CSR if the reading passage... (bulleted list)

🔍 Page 4: Overview of the CSR Reading Strategies

- CSR reading strategies (table)
- When teachers implement CSR, they need to keep several things in mind (bulleted list)
- *Link*: Printable learning log

🔍 Page 5: Preview Strategy

- The purpose of the Preview strategy (bulleted list)
- Preview strategy (box with numbered list and links)
 - *Link*: Reading passage
 - *Link*: Learning log with the “Preview” section filled in
- **Media**: Watch some students engage in the Preview strategy (movie)

🔍 Page 6: Click and Clunk Strategy

- The purpose of the Click and Clunk strategy (bulleted list)
- Click and Clunk strategy (box with numbered list and links)
 - *Link*: Reading passage
 - *Link*: Learning log with the “Click and Clunk” section filled in
- Teachers should decide how much text students should read before they stop to Click and Clunk (bulleted list)
- **Media**: Watch some students engage in the Click and Clunk strategy (movie)

🔍 Page 7: Get the Gist Strategy

- Click and Clunk strategy (box with numbered list and links)
 - *Link*: Reading passage
 - *Link*: Learning log with the gists filled in
- Teachers should decide how much text students should read before they stop to Click and Clunk (bulleted list)
- **Media**: Watch some students engage in the Get the Gist strategy (movie)

🔍 Page 8: Wrap Up Strategy

- Wrap Up strategy (box with numbered list and links)
 - *Link*: Question hierarchy
 - *Link*: Reading passage
 - *Link*: Learning log with the “Wrap Up” section filled in
- **Media**: Watch some students engage in the Wrap Up strategy (movie)

🔍 Page 9: Cooperative Learning

- Cooperative learning has been found to... (bulleted list)
- FYI (box)
- **Media**: Sharon Vaughn describes the cooperative features of CSR (audio)

🔍 Page 10: Preparing the Class

- *Link:* Grouping method
- **Media:** Sharon Vaughn discusses mixed-ability grouping (movie)
- Common Problems/ Suggested Solutions (table)
- Click each of the cards below to learn more about each role
 - o *Link:* Leader
 - o *Link:* Clunk Expert
 - o *Link:* Gist Expert
 - o *Link:* Announcer
 - o *Link:* Timekeeper
 - o *Link:* Encourager
- *Link:* Six role cards (pdf)
- *Link:* Double-sided printing instructions
- **Activity:** Help Mr. Dupree to assign roles to his students (box with link to activity)
- *Link:* Teaching the roles independently in “expert” groups
- *Link:* Teaching group interaction through class critique

🔍 Page 11: Materials for CSR

- Mr. Dupree will make use of the following resources when he implements CSR (table with links)
 - o *Link:* Learning log
 - o *Link:* Printable cue cards (pdf)
 - o *Link:* Double-sided printing instructions
 - o *Link:* Printable clunk cards (pdf)
 - o *Link:* Double-sided printing instructions

🔍 Page 12: Implementing CSR

- In order to successfully teach CSR, Mr. Dupree will implement the approach in four stages (list)
- Click on each movie below to watch a teacher implement each of the stages described above
 - o **Media:** Discussing (movie)
 - o **Media:** Modeling (movie)
 - o **Media:** Guided practice (movie)
 - o **Media:** Independent practice (movie)
- FYI (box)
- The teacher can make certain that his or her students are actively participating by... (bulleted list)
- In addition, teachers can... (bulleted list)
- **Activity:** For each video below, identify what stage the teacher is implementing (box with movies)

🔍 Page 13: References, Additional Resources, and Information

- References
- Additional Resources and Information

🔍 Page 14: Credits

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- “Please complete the items below” (numbered questions)

WRAP UP

- Summary of CSR (movie)