


**Professional
Development Guide**

**Enhancing Reading
Comprehension for
Secondary Students - Part II**

Texas Center for Reading and Language Arts
College of Education, University of Texas at Austin •
Texas Education Agency • Region XIII Education Service Center

Professional Development Guide

Enhancing Reading Comprehension for Secondary Students - Part II

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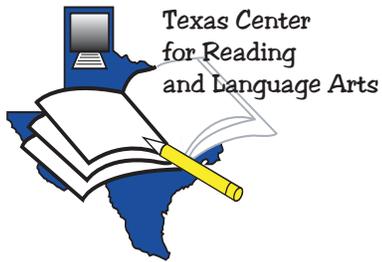


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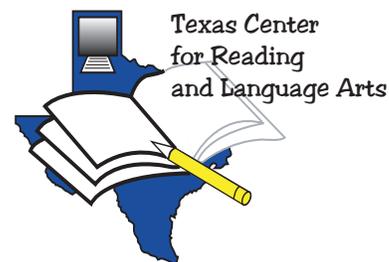
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What is the Texas Center for Reading and Language Arts ?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).



How are the Center's Activities Accomplished?

Goal 1: To provide a cadre of school-level specialists with expertise in phonological awareness, word analysis, fluency strategies, and comprehension strategies who are able to use documented approaches to reading and language arts instruction to address TEKS objectives with students in grades K–3.

Goal 2: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with second language learners.

Goal 3: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades K–5 who are experiencing difficulty in reading and language arts.

Goal 4: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades 6–8, focusing on content area reading instruction.

Goal 5: To disseminate information generated by the Texas Center for Reading and Language Arts using current technology and media.

Goal 6: To communicate the goals, activities, and accomplishments of the Center to professionals and other community members.

Literacy Labs

Both school-based and university-based labs served as models for universities and school districts.

Professional Development Guides and Videos

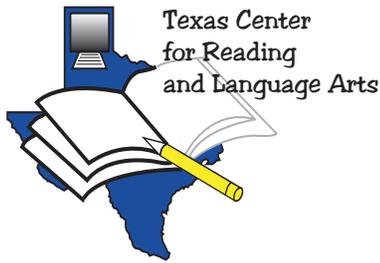
These guides are designed to provide educators across the state with materials and plans for professional development in reading and language arts, and to introduce the TEKS.

Reading Liaisons

Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships

Collaborative relationships with schools that assist in the development of materials, curriculum guides, and product development.



Introduction

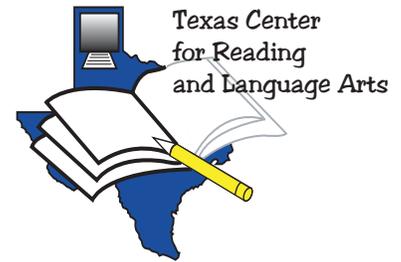
The Enhancing Reading Fluency for Secondary Students—Part I and Enhancing Reading Comprehension for Secondary Students—Part II guides are intended to be used as a set for professional development. The video “Enhancing Reading Fluency and Comprehension for Secondary Students—Part I and II” includes one segment on a reading fluency technique (Partner Reading) and another segment on reading comprehension (Collaborative Strategic Reading).

The content of this professional development guide, *Enhancing Reading Comprehension for Secondary Students: Part II*, focuses on reading comprehension which is one of several essential skills that enable secondary students to learn to read successfully. There are many instructional techniques that have been proven effective in promoting reading comprehension with struggling readers; we chose to focus on the technique called Collaborative Strategic Reading (CSR) because of its empirical base across readers who fail to acquire reading comprehension for any number of reasons (e.g., reading disability, lack of exposure to oral reading practice, limited language proficiency).

Organization and Content of the Guide

The guide contains four sections of materials and a video for presenters to teach Collaborative Strategic Reading. Section 2 (Professional Development), includes speaker’s notes and suggestions on how to guide participants through the workshop. Section 3 (Overheads), contains transparencies including key points and activities to accompany the speaker’s notes. Section 4 (Handouts) includes “Workshop Notes” for participants to take notes of the presentation, “Activity Handouts,” for the group activities, “Informational Handouts” that contain detailed information to assist with the implementation of CSR, and “Vignettes,” which provide examples of actual classroom implementation. Section 5 (Appendices) provides a list of references and further readings on reading comprehension, CSR, and making adaptations for students with special needs. Finally, the video “Enhancing Reading Fluency and Comprehension for Secondary Students” includes a segment on CSR (Part II).

Considerations for Struggling Readers and Writers



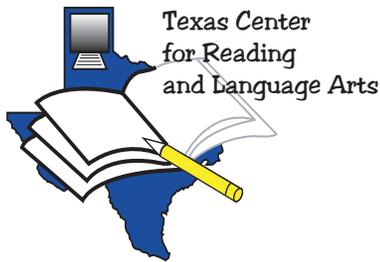
Included in this guide is a set of overheads that focus on making adaptations for students with special needs so that they have greater access to the general education curriculum. These may include students with:

- learning disabilities
- behavioral and emotional disabilities
- mild to moderate cognitive disabilities
- physical disabilities
- attention problems and the spectrum of autistic behaviors
- sensory impairments
 - deaf/hard of hearing
 - visual impairments

The adaptations overheads are identified by the symbol . The set of overheads has been designed to assist the participants in identifying general adaptations that will benefit not only students with disabilities but many other learners.

- Overheads that introduce General Adaptations are presented early in the workshop (Overheads #18a to #18e).
- Overheads that further explain these general adaptations are presented later in the workshop (Overheads #47a to #47k).
- Specific overheads have been included to demonstrate how a concept, activity, or lesson presented in the guide can be adapted to meet the needs of special learners and struggling readers.

As a presenter, you may want to use chart paper and self-sticking notes so that the participants can record and display the adaptations they generate during the workshop. Participants may write their adaptations on the self-sticking notes and put the notes on chart paper. This can be an on-going activity throughout the workshop.



Preparing for the Workshop

This workshop is designed to provide information about reading comprehension and to prepare secondary teachers, special education teachers and related service professionals, and reading specialists to implement Collaborative Strategic Reading with their students to promote reading comprehension. This workshop is also appropriate for reading and language arts coordinators, curriculum directors, and principals who work at the secondary level.

Materials

- Distribute a set of handouts (Section 4) to each participant prior to the beginning of the workshop.
- Have a few student samples of completed Semantic Maps, Semantic Feature Analysis Maps, and Keyword Method (see handouts in Section 4) to share with participants.
- Obtain sample student “gists” to share with participants.

Equipment

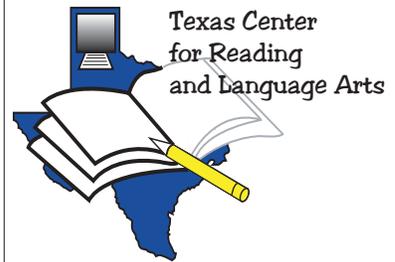
- Overhead projector/marker
- Pencils
- VCR and monitor
- Chart paper and self-sticking notes

Room Arrangement

- The workshop is presented in a lecture and activity-based format; therefore, participants must be able to view the screen and TV/VCR. During some activities, participants will need to sit in small groups.

Acknowledgments

We gratefully acknowledge the support of the following individuals and agencies for their contributions to the professional development guides *Enhancing Reading Comprehension for Secondary Students - Part II*.



Texas Education Agency

Jim Nelson
Commissioner

Robin Gilchrist
Assistant Commissioner

Carol V. Francois
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Statewide Initiatives

Special thanks to all our reviewers and contributors, including the Reading Initiative and Special Education (RISE) task force, whose assistance and support made a valuable contribution to this product.

Overhead #1



**Enhancing Reading
Comprehension for
Secondary Students - Part II**



**Collaborative Strategic
Reading (CSR)**

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Introduction

- Use Overhead #1 to introduce the Comprehension workshop.

Overhead #2



Agenda

**Reading Comprehension: Collaborative
Strategic Reading (CSR)**



- Objectives
- Reading Comprehension
- TEKS and Reading Comprehension
- CSR Guidelines

Agenda

- Use Overhead #2 to provide an organized glance of the workshop.

Note: You may want to develop your own agenda.

Workshop Objectives

- Use Overhead #3 to review the workshop objectives.

Note: You may wish to add or delete objectives depending on your audience.

Overhead #3



Objectives

Participants will:

- Discuss reading comprehension
- Describe the skills and knowledge of reading comprehension as specified in the TEKS
- Describe how to design, implement, and evaluate comprehension monitoring strategies, such as Collaborative Strategic Reading (CSR)
- Design a plan to implement CSR

3

Activity 1

- Guide participants in-Group Activity 1.

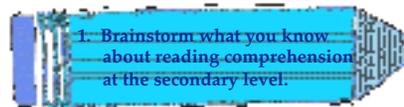
Reading Comprehension

Note: Refer participants to activity hand-out.

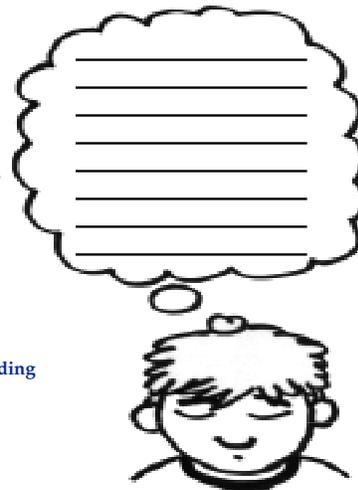
Overhead #4



Activity 1



2. In a small group, discuss your thoughts on reading comprehension.
3. Communicate your group's thoughts on reading comprehension with the larger group.



Overhead #5

 **Reading Comprehension**

What is Reading Comprehension?



- The goal or purpose for reading
- An interactive process involving the reader, the kind of text, and the setting
- Interaction with the text to construct meaning before, during, and after reading
- The utilization of strategies by the reader to construct meaning (i.e., the “strategic” reader)

5

Reading Comprehension

- Use Overhead #5 to review the definition of reading comprehension.

Overhead #6

 **Reading Comprehension**



**What is Reading Metacognition?
(comprehension monitoring)**

- Awareness of self as a learner
- Awareness of text structures and reading strategies
- Active awareness of understanding or remembering what has been read
- The monitoring of comprehension during reading in order to aid faltering understanding
- Awareness of when and how to use different strategies to fix comprehension problems and apply them effectively to new reading situations

6

Metacognition

- Use Overhead #6 to explain Reading Metacognition and its importance to reading comprehension.

(Baker and Brown, 1984; Borkowski, 1992; Gordon and Pearson, 1983.)

Strategies Good Readers Use

- Use Overhead #7 to review the strategies that good readers use during the reading process.

(Pressley, Brown, El-Dinari, & Afflerbach, 1995.)

Overhead #7



Reading Comprehension

What strategies do good readers use?



- Activate prior knowledge
- Monitor reading
- Anticipate problems
- Repair comprehension
- Summarize
- Generate mental images
- Distinguish main ideas from supporting details
- Distinguish important details of the text from less significant information
- Draw inferences
- Ask questions
- Reflect on the text

7

Comprehension Instruction

- Use Overhead #8 to present an overview of the key components of comprehension instruction.

Overhead #8



Reading Comprehension

Key Components of Reading Comprehension Instruction



- Prior knowledge
- Vocabulary development
- Questioning techniques
- Independent reading opportunities

8

Overhead #9

 **Reading Comprehension**
Prior Knowledge



- Develops students' awareness of what they know
- Provides strategies for students to connect existing knowledge with new information in text

Example of Activities:

K-W-L: Students discuss and record on a chart what they already "know" about a topic, what they "want" to learn about a topic, and following reading what they "learned."

Brainstorming: Students list words or phrases that relate to a topic or concept.

Predicting: Students make predictions about what will happen or what they will learn from reading.

Prior Knowledge

- Use Overhead #9 to discuss the importance of prior knowledge in relation to comprehension.
- Point out examples of activities that can be used to activate students' prior knowledge.

Note: You may wish to provide specific illustrations or examples of how each activity can be implemented in the classroom.

(Billingsley & Wildman, 1990; Ogle, 1986.)

Overhead #10

 **Reading Comprehension**
Vocabulary Development



- How would you teach students the relationship of vocabulary words to topics and concepts?
- How could you provide students with strategies to develop an understanding of definitions and concepts?
- How could you prepare students to use vocabulary words outside the classroom?

10

Vocabulary Development

- Use Overhead #10 to discuss the importance of vocabulary development.

(Beck & McKeown, 1991; Carlisle, 1993; Nagy & Herman, 1987.)

Vocabulary Development (con't.)

- Use Overhead #11 to explain different examples of vocabulary activities that enhance comprehension.

Note: You may wish to make overheads of the Semantic Map and Semantic Feature Analysis Map handouts to show participants how to specifically implement each activity.

Refer participants to handouts on Semantic Mapping, Semantic Feature Analysis, and Keyword Method.

Questioning Techniques

- Use Overhead #12 to discuss how teachers can use questioning techniques to improve comprehension at different stages of the reading process.

Note: Refer participants to examples of questioning techniques that are presented in the handouts: Q-Matrix and Questions to Ask Before, During, and After Reading.

(Beck et al., 1996.)

Overhead #11

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Reading Comprehension
Vocabulary Development (con't.)



Example of activities that enhance comprehension:

Semantic Mapping: Categorization procedure that organizes words related to a core concept into meaningful clusters.

Semantic Feature Analysis: Examination of how a group of related words can be discriminated from one another according to their features using a matrix.

Keyword: Visualization of a familiar concrete word that shares common features with the definition of a vocabulary word.

Overhead #12

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Reading Comprehension
Questioning Techniques



Before reading, have students:

- Make predictions by asking questions about what they are going to read
- Use physical features (headings, boldface terms, so forth) to generate questions

During reading, encourage students to:

- Ask themselves, "Does this make sense?"
- Answer student-generated questions

After reading, have students:

- Discuss student-generated questions about the content
- Formulate questions to stimulate further reading and research
- Summarize and organize what they have read

Overhead #13

 **Reading Comprehension**
Independent Reading Opportunities

Independent Reading helps foster a positive attitude toward reading and literature.



Ways to Promote Independent Reading

- Provide all students with a rich literary environment
- Offer meaningful opportunities to read and write
- Incorporate time for reading
- Introduce and promote books
- Encourage students to share reading experiences

Independent Reading

- Use Overhead #13 to promote the importance of independent reading.
- Ask participants to brainstorm the definition of independent reading (refer to TEKS).
- Ask participants how they might foster independent reading in the class and outside the class.

Overhead #14

 **TEKS and Reading Comprehension, Grades 4-8**

The student comprehends selections using a variety of strategies.

The student is expected to:

- Use his/her own knowledge and experience to comprehend
- Monitor his/her own comprehension and make modifications when understanding breakdowns such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
- Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
- Determine a text's main (or major) ideas and how those ideas are supported with details
- Paraphrase and summarize text to recall, inform, or organize ideas
- Draw inferences such as conclusions or generalizations and support them with text evidence and experience
- Find similarities and differences across texts such as in treatment, scope, or organization
- Answer different types and levels of questions

Reading Comprehension and the TEKS

- Use Overhead #14 to review the Reading Comprehension component of the TEKS for Grades 4–8.

Note: Participants could be asked to generate activities for each TEK and share their ideas with the group.

Collaborative Strategic Reading (CSR)

- Introduce Collaborative Strategic Reading (CSR).
- Discuss the components of CSR: cooperative learning and reading comprehension.
- Tell participants CSR works best with expository texts.

Note: For further information on CSR see Klingner & Vaughn, 1996, 1998; Klingner, Vaughn, & Schumm; Vaughn & Klingner, 1999.

Research on Cooperative Learning

- Use Overhead #16 to show what the research says about cooperative learning and reading comprehension.

Note: Refer participants to workshops devoted exclusively to cooperative learning if they are unfamiliar with this approach to teaching.

Overhead #15



What is Collaborative Strategic Reading (CSR)

CSR is an instructional technique that uses two teaching practices: cooperative learning and reading comprehension strategies.

Cooperative Learning includes:	Reading Comprehension includes:
	
<ul style="list-style-type: none">• Heterogeneous groups of reading ability• Student roles• Academic and social goals	<ul style="list-style-type: none">• Oral and silent reading• Vocabulary development• Predicting• Clarifying• Summarizing• Asking different types and levels of questions• Making connections and permitting reflection of content

15

Overhead #16



Research on Cooperative Learning



- promotes social acceptance of students with academic difficulties
- involves heterogeneous groupings that contribute to academic achievement
- enhances reading achievement
- contributes to student learning material through oral repetition of information

Overhead #17

 **Research on CSR**

 **Collaborative Strategic Reading**

- enhances the reading comprehension skills of students with different reading abilities (e.g., high and low achievers, reading disabilities)
- helps diverse students develop reading comprehension skills

Research on CSR

- Use Overhead #17 to show what the research says about Collaborative Strategic Reading (CSR).

Overhead #18

 **Collaborative Strategic Reading**

What do teachers report about CSR?



Teachers report that students...

- show improvement on achievement test scores
- exhibit improved reading skills
- transfer the strategies to other tasks
- recommend that teachers use CSR

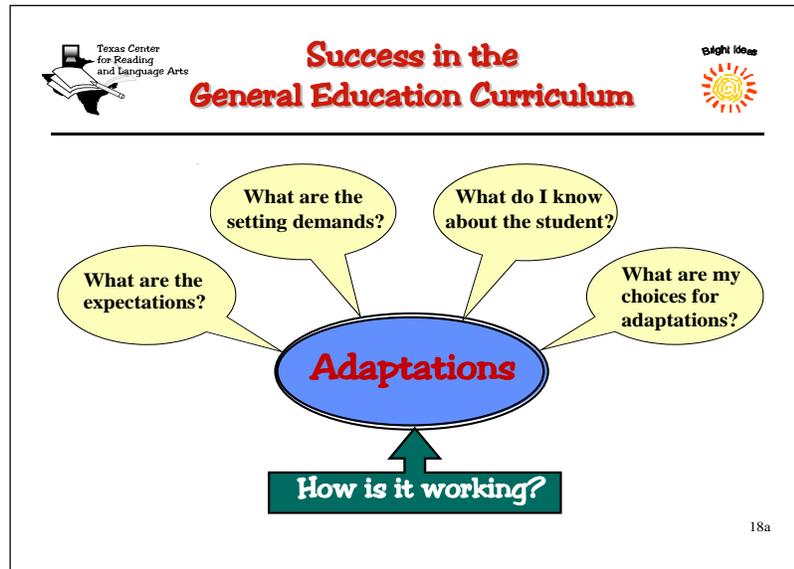
What Teachers Report About CSR

- Use Overhead #18 to discuss what teachers report about implementing CSR in reading classrooms.



Success in the General Education Curriculum

Overhead #18a



Note: This overhead is the first in a series of overheads that focus on adaptations for struggling readers and writers. These may include students with learning disabilities, emotional/behavioral disorders, mild to moderate cognitive disabilities, physical disabilities, attention problems, the spectrum of autistic behaviors, and sensory impairment (both deaf/hard of hearing and visual impairment).

After Overhead #18, present Overheads #18a to #18e to provide an overview of the process for making adaptations and for introducing various types of adaptations.

After Overhead #47, present Overheads #47a to 47k to provide the participants with more specific examples of the three kinds of adaptations.

- Use Overhead #18a to explain that adaptations are key to the successful participation of struggling readers and writers in the general education curriculum.
- Provide an overview of the process for making adaptations for struggling readers and writers. Explain that in making adaptations four key questions are asked.
 - **What are the expectations for learning** (e.g., what are the student outcomes that you expect which may vary for individual students)? For example, student outcomes may include reading on grade level by the end of the year.
 - **What are the setting demands** (e.g., what are the specific tasks the student is expected to perform and what does the student have to do to successfully complete the task)? For example, the student has to read, summarize, and answer a variety of questions about grade level reading material.

Overhead #18a (cont.)

- **What do I know about the student** in the general education classroom in relation to his/her learning strengths and needs? For example, what are the student's specific strengths and needs in reading?
- **What are my choices for adaptations** (i.e., for students with disabilities think about what the IEP requires and what resources you might need to make these adaptations)? For example, will the student need high interest/controlled vocabulary text to be able to access subject matter on a topic?
- Explain that answering these four questions assists teachers in selecting adaptations. Remind the participants to collaborate with other specialists, such as vision, auditory, speech/language, and technology.
- Explain that a final step in the process is to determine how the adaptation(s) is working and make adjustments accordingly. This is an important key to the student's success in the general education curriculum. For example, is the student able to answer inferential comprehension questions successfully?

Note to Presenter: *With the reauthorization of the Individuals with Disabilities Education Act (IDEA 97), students' with disabilities participation in the general education curriculum and state/district assessments, such as TAAS, has increased as has general education teachers' participation in the IEP process. You may want to highlight these recent changes using the information provided below as one resource.*

- Explain to the participants that the law (IDEA 97) requires that accommodations or adaptations, modifications, supports, and supplementary aids and services be provided to ensure the success of students with disabilities in the general education curriculum (refer to IEP).
- Tell participants that IDEA 97 has also increased the participation of student's with disabilities in district/state assessments. Explain that under IDEA special education students are expected to: (1) take the standard assessments, (2) take them with accommodations, or (3) take alternative assessments. The IEP specifies if accommodations and modifications in the administration of these assessments or alternative assessments are to be used.
- Mention that IDEA 97 has also increased the general education teacher's role in the development, implementation, review, and revision of the student's Individualized Education Program. For example, goals and objectives may be targeted to be met in the general education classroom and monitoring is the responsibility of the general and special education teacher.

Bright Ideas



Success in the General Education Curriculum (cont.)

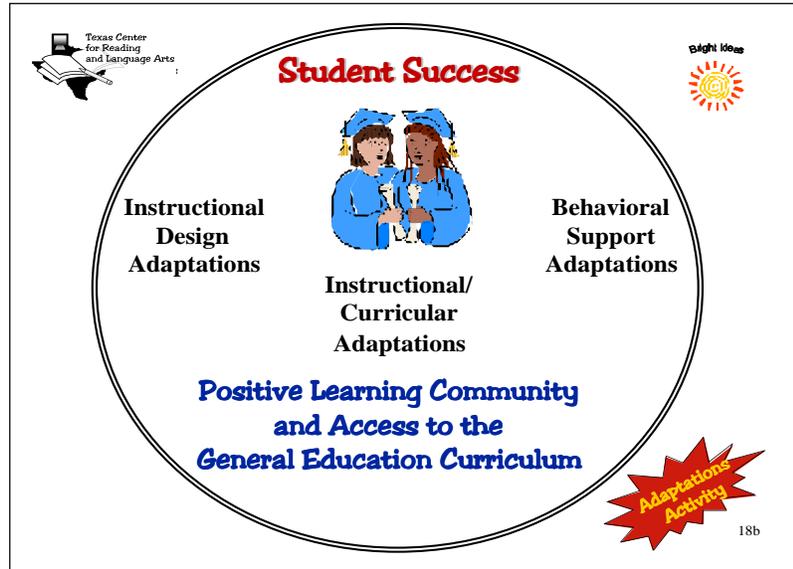
Individuals with Disabilities Education Act (IDEA 97)



Student Success

Adaptations Activity

Overhead #18b



- Use Overhead #18b to introduce this Activity and to explain that adaptations for students can be organized into three categories: designing instruction, adapting instruction or curriculum, and providing behavioral support. For example, an adaptation for “designing instruction” might be including fewer problems per page, for “adapting instruction or curriculum,” an example might be enlarging print for a child with poor vision, and for “behavioral support adaptations,” an example might be having a behavior plan in place to alter “out-of-seat behavior.”
- Ask the participants to work in pairs and discuss one student with whom they have worked successfully. Have them list and explain three adaptations they used to support that student in each of these three areas.
- Explain that each category will now be discussed.

Note: You may use chart paper and self-sticking notes so that participants can display their ideas. Hang one piece of chart paper for each of the three types of adaptations. Ask participants to write their adaptations on the notes and put the notes on the appropriate chart paper. This can be an on-going activity throughout the workshop.

Overhead #18c



Instructional Design Adaptations
Know Your Student



- Plan for adaptations
- Access resources
- Collaborate
- Integrate technology
- Assess learning
- Monitor student progress



18c

Bright Ideas



Instructional Design Adaptations

- Use Overhead #18c to introduce the importance of instructional design adaptations.
- Explain that instructional design is critical for making adaptations. For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate, integrate technology, assess learning, and monitor student progress.



Instructional and Curricular Adaptations

Overhead #18d

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Instructional and Curricular Adaptations

Bright Ideas


Instructional:

- Consider students' literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning


18d

- Use Overhead #18d to introduce common examples of instructional and curricular adaptations.
- Mention that research supports these adaptations. (See Handout, "Suggestions for Adaptations" for typical adaptations.)

Overhead #18e

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Behavioral Support Adaptations

Bright Ideas

Strategies that increase appropriate student behaviors:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors



18e

Bright Ideas



Behavioral Support Adaptations

- Use Overhead #18e to introduce behavioral support adaptations.
- Explain that a third type of adaptation focuses on behavioral support.
- Have participants give examples of how inappropriate classroom behaviors can interrupt the teaching and learning process and the type of strategies they use to promote positive behavior and a positive learning environment. Students learn better when behavioral supports are in place.
- See Handout, “Suggestion for Adaptations” for typical adaptations.
- Explain that later in the workshop participants will focus more intently on specific behavioral adaptations.
- Encourage the participants to think about adaptations as they continue the workshop. (Self-sticking notes and chart paper activity can be continued.)

Show Time

- Use Overhead #1 to introduce the video, "Reading Fluency: Principles for Instruction and Progress Monitoring."
- Tell participants that the video presents a look at CSR being implemented in Texas middle school classrooms.

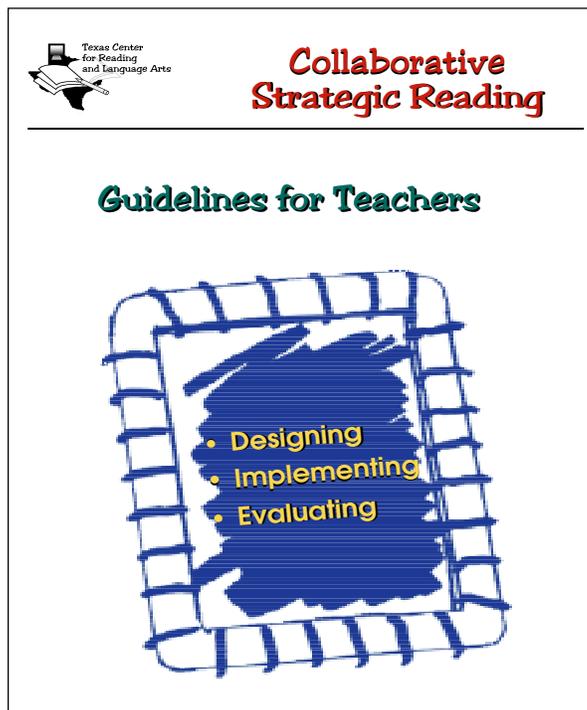
Overhead #19



CSR Guidelines

- Use Overhead #20 to introduce the three guidelines for using CSR in the classroom.

Overhead #20



Overhead #21



Designing CSR Instruction



- Preparing materials
- Teaching students to work cooperatively
- Becoming familiar with CSR

Steps in Designing CSR

- Use Overhead #21 to point out the three steps for designing CSR instruction .

Overview #22



Designing CSR Instruction

Preparing Reading Materials

Reading materials should:

- contain high-interest expository text
- facilitate the use of strategies

Consider materials that:

- contain clues/pictures for predicting
- have limited new vocabulary
- have themes and supporting details



22

Preparation of Material

- Use Overhead #22 to address the types of materials that are appropriate for CSR instruction.

Note: Refer participants to *Implementation Tips for Teachers* (handouts).



Selecting Materials for Struggling Readers

Overhead #22a



Selecting Materials for Struggling Readers



- High interest/controlled vocabulary
- Multi-paragraph text
- Reading level
- Features to facilitate comprehension
- Types of text structures



22a

- Use Overhead #22a to guide participants in selecting materials for struggling readers as they relate to the components of Collaborative Strategic Reading (CSR).
- When initially teaching CSR, select materials with the following characteristics:
 - **High interest/controlled vocabulary.** Text should be of interest to the struggling reader. (Refer participants to the Handout, “High Interest/Controlled Vocabulary Materials” for a list of suggested publishers.)
 - **Multi-paragraph text.** Initially, text should consist of several paragraphs. As students become comfortable with CSR, longer text, such as chapters in text books, can be used.
 - **Reading level.** Text should be at the students’ instructional or low frustration level (i.e., word recognition of 80% to 90%). Provide students practice using both narrative and expository material.
 - **Features to facilitate comprehension.** Text should contain physical features (e.g., highlighted key vocabulary, headings, illustrations that complement text) that will facilitate comprehension and help students predict what will be read.
 - **Types of text structure.** Students should have opportunities to read texts with different types of text structures (e.g., narrative and expository) including different types of expository text (e.g., descriptive, compare/contrast, persuasive).

Overhead #23



Preparing Materials
Clunk Cards

Cue cards that contain fix-up strategies for students to figure out the meaning of unknown words, sentences, and concepts.

Reread the sentence with the "clunk."
Look for key ideas.

Fix-up strategies:

- Reread the sentence with the "clunk." Look for key ideas.
- Reread the sentence with the "clunk" in it; leave out the "clunk." What word makes sense?
- Reread the sentence before and after the sentence with the "clunk." Look for clues.
- Break the word into smaller words.
- Use prefixes or suffixes to help figure out the meaning of the word.

23

Clunk Cards

- Use Overhead #23 to explain Clunk Cards and how they are used by students as fix-up strategies during CSR.

Note: Refer participants to Clunk Card (hand-outs).



Fix-up Strategies for Struggling Readers

Overhead #23a



Fix-up Strategies for Struggling Readers



- Reread the sentence.
- Reread the sentence leaving out the clunk.
- Read the sentence before and after the clunk.
- Look at the prefix, suffix, and root word.



23a

- Use Overhead #23a to elaborate on how the CSR “Fix-up Strategies” can be simplified for struggling readers.
- Tell the participants to place Handout, “Revised Clunk Cards” in view. Introduce each of the four clunk cards and point out that changes have been made to these cards to make them easier for struggling students to use.
- Elaborate on teaching “Clunks” by explaining that a “Clunk” occurs when a student doesn’t understand a word or concept. When the student encounters an unknown word or phrase (i.e., “Clunk”) this should be written on a card or in their CSR notebook with a brief definition.
- Remind the participants that for struggling readers it will be important to provide multiple models and guided practice for the each of the “Fix-up Strategies.”
- Tell participants that knowing how to separate prefixes and suffixes from a root word and knowing the meaning of these can assist students in generating the meaning of the word. Refer participants to Handouts, “Prefixes” and “Suffixes.”

Overhead #24

 **Preparing Materials**
Learning Logs

A record of students' ideas about the topic before reading begins, difficult words and concepts, "gists" of reading sections, and wrap-up review questions.



Learning Logs:

- use before, during, and after reading
- use as a permanent record for teachers to review and determine student progress
- use as a review as needed before moving onto the next passage

24

Overhead #25

 **Preparing Materials**
Cooperative Learning Cue Sheets



Scripts students use that specify their CSR roles and responsibilities.

Possible roles include:

- **Leader:** Helps the group implement the assignment by focusing on the strategies to be used.
- **Clunk Expert:** Reminds students of the steps to follow for figuring out a word.
- **Gist Expert:** Reminds students how to figure out the main idea.
- **Announcer:** Calls on members to read or share an idea.

25

Learning Logs

- Use Overhead #24 to explain Learning Logs and their use during CSR.

Note: Refer participants to the Learning Logs handout.

- Point out the importance of using student folders to organize all CSR materials and how it simplifies using CSR in different classes (as students move from class to class).

Cooperative Learning Cue Sheets

- Use Overhead #25 to explain Cue Sheets that identify possible roles for students within their cooperative groups.

Note: Refer participants to the Leader's Cue Sheet handout for the CSR leader.

- Point out that teachers can make color-coded cards for each role. (The role can be written on one side of the card and the person's responsibilities on the other).

Cooperative Learning

- Use Overhead #26 to describe the steps of working cooperatively.

Overhead #26

 **Designing CSR Instruction**
Teaching Students to Work Cooperatively



Steps to working cooperatively:

- Assign students to groups (consider a balance of ethnicity, achievement, gender, and friendship)
- Assign roles to students (have them practice their CSR roles)
- Model how to work in a group cooperatively
- Assign a group activity to promote interdependence to complete the work
- Monitor group progress with social and academic goals

Whole Class Introduction

- Use Overhead #27 (Step 1) to explain how to introduce the CSR lesson to the whole class.

Note: Refer participants to *A Plan for Strategic Reading* handout. You may wish to make an overhead of this handout to present an overview of the four strategies used before, during, and after reading.

Overhead #27

 **Designing CSR Instruction**
Becoming Familiar with CSR

Step 1:
Whole Class Introduction



Set the stage for the lesson:

- Tell students the topic
- Connect the topic to previous lessons
- Teach key vocabulary
- Identify proper nouns
- Provide instructions such as pages to read, amount of time for lesson, and activity to complete when done with CSR

Overhead #28

 **Designing CSR Instruction
Becoming Familiar
with CSR (con't.)**

**Step 2:
Previewing Strategy**

Brainstorming:

- Students tell what they know about the topic.

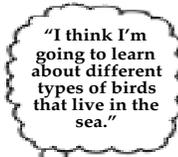
Rationale: Activates background knowledge.

Predicting:

- Students tell what they think they will learn.

Rationale: Activates background knowledge and motivates students to read a passage to see if their predictions are correct.




28

Previewing

- Use Overhead #28 (Step 2) to explain Previewing and its two components: brainstorming and predicting.
- Include the questions that students should ask themselves during each stage and the rationale for each part.
- Remind participants that students record previewing ideas on their learning logs.

Overhead #29

 **Designing CSR Instruction
Becoming Familiar
with CSR (con't.)**

Tips for Previewing



Brainstorming:

- Ask students to discuss what they already know about the topic from other lessons, friends, movies, family.

Predicting:

- Tell students to use the title, subheadings, and pictures to make predictions about the assigned reading passage.

Previewing Tips

- Use Overhead #29 to point out how teachers can specifically instruct students to do each previewing part.

Click and Clunk

- Use Overhead #30 (Step 3) to explain Clicks and Clunks and the rationale for each.
- Include the questions that students should ask themselves to help them monitor their understanding.

Overhead #30

 **Designing CSR Instruction**
Becoming Familiar with CSR (con't)

Step 3:
Click and Clunk Strategy

Clicks:
Portions of the text understood by students

Clunks:
Portions of the text (words, sentences, and concepts) that do not make sense to students

“Do I understand this?”



Rationale: Helps students monitor their comprehension by clarifying difficult words or sections.

Click and Clunk Tips

- Use Overhead #31 to point out how teachers can specifically instruct students to understand Clicks and Clunks.

Note: Refer to Overhead #23 for the list of fix-up strategies.

Overhead #31

 **Designing CSR Instruction**
Becoming Familiar with CSR (con't)

Tips for Clicks and Clunks



Clicks:

- Ask students to read the paragraph.
- Tell students “clicking” means being able to read the words and understand what is written.

Clunks:

- Tell students that “clunks” are parts of text we don’t understand.
- Explain that fix-up strategies can be used to figure out words we don’t understand.

Overhead #32

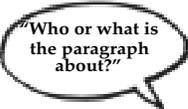


Designing CSR Instruction
Becoming Familiar
with CSR (con't.)

Step 4: Get the Gist Strategy

Students summarize the most important idea in the paragraph(s)




*Rationale: Helps improve students' understanding and memory of reading material.
Helps students monitor their comprehension by summarizing key information in the paragraph(s).*

Get the Gist

- Use Overhead #32 (Step 4) to explain Get the Gist and the rationale for this strategy.
- Include questions that students should ask themselves to help them determine the main idea of the passage.



"Get the Gist" for Struggling Readers: Teaching Strategies

Overhead #32a



"Get the Gist" for Struggling Readers: Teaching Strategies

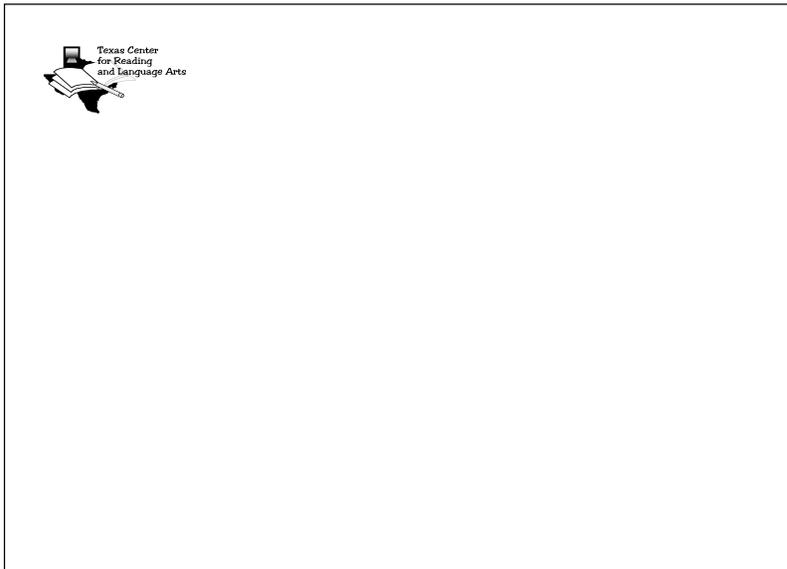


- Use a concrete example.
- Model using think alouds.
- Compare "Gists" and combine to make a "Best Gist."

32a

- Use Overhead #32a to introduce three teaching strategies that seem particularly helpful for making instruction explicit and in assisting struggling readers in the process of "Getting the Gist."
- Use a concrete example to illustrate the difference between main ideas and details.
- Model using thinking alouds.
- Compare different Gists and combine them to write a "Best Gist."
- These strategies are designed to help those students who have the most difficulty getting the main idea ("Gist") from a paragraph or section of text.
- Explain to the participants that no matter how explicitly instruction is designed, there may be a small percentage of students who still have difficulty generating the main idea ("Gist"). It is important, however, to be persistent and be creative in your teaching and to provide ample practice with feedback.

Overhead #32b



- Use Overhead #32b to explain to participants that using a concrete demonstration can be effective to help students understand how to “Get the Gist.”
- Explain to participants that to prepare for the demonstration they should prepare materials:
 - Paint or label two rocks with the questions:
 - * “Who or what is it about?”
 - * “What is most important about the who or what?”
 - Paint or label several smaller rocks with “Main Detail.”
 - Get a bag of sand and label “Text.”
- Tell participants that to demonstrate:
 - Show students the “Gist” rocks explaining that to find the “Gist,” you answer the questions on the rocks. Put the rocks in the bag of sand.
 - Show students the Main Detail rocks, explaining that this is the information used to answer the questions. Put in bag.
 - Pour the entire bag into a colander and allow the sand (“Other Details”) to run out the bottom of the colander. Show that the “Gist” rocks remain in the colander along with the “Main Details” and are used to “Get the Gist.”
- Emphasize that the number of large rocks remaining in the colander may vary.

Bright Ideas



**“Get the Gist” for
Struggling Readers:
“Concrete Example”**



**"Get the Gist" for
Struggling Readers:
"Think Aloud"**

Overhead #32c



**"Get the Gist"
for Struggling Readers:
"Think Aloud"**



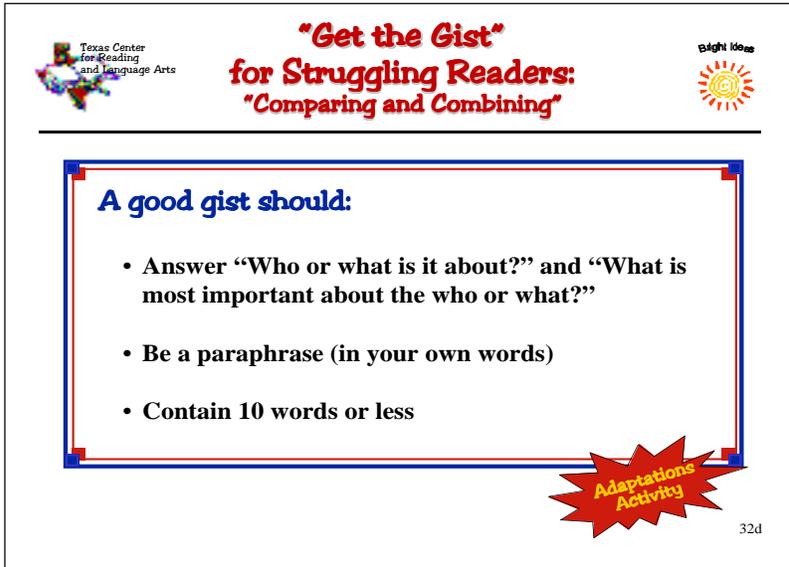
Sample expository text:

Although elephants are the largest living land mammal, they are an endangered species. They are found on two continents, Asia and Africa. On the continent of Asia, they are threatened by the encroachment of humans into their habitat. On the continent of Africa, humans have hunted and killed the elephant primarily to obtain ivory. These are two major reasons that the elephant population is dwindling.

32c

- Use Overhead #32c to demonstrate how to use a "think aloud" to better understand how to "Get the Gist."
- Read the paragraph on this overhead aloud. Use thinking aloud to demonstrate how to "Get the Gist" by asking the first question "Who or what is the paragraph about?" and thinking aloud how to find the answer. Use the same process with the second question "What is most important about the who or what?"
- Mention to participants that as the questions are answered, the sentences that provide the answers can be highlighted and/or the answers can be written on self-sticking notes and put on the "Gist" rocks and put in the colander.
- Discuss with participants the criteria for a good "Gist." A good "Gist" should:
 - answer the two questions, "Who or what is it about?" and "What is most important about the who or what?"
 - be in the your own words (paraphrased).
 - contain ten words or less.
- Model composing the "Gist." Explain that students may use the "10-finger rule" (e.g., holding up one finger for each word) when saying the "Gist."

Overhead #32d



The overhead slide features a header with the Texas Center for Reading and Language Arts logo on the left and the 'Bright Ideas' logo on the right. The main title is 'Get the Gist for Struggling Readers: Comparing and Combining'. Below the title is a blue-bordered box containing the text 'A good gist should:' followed by three bullet points: 'Answer "Who or what is it about?" and "What is most important about the who or what?"', 'Be a paraphrase (in your own words)', and 'Contain 10 words or less'. A red starburst graphic in the bottom right corner of the box says 'Adaptations Activity'. The slide number '32d' is in the bottom right corner.

Texas Center for Reading and Language Arts

"Get the Gist" for Struggling Readers: "Comparing and Combining"

Bright Ideas

A good gist should:

- Answer "Who or what is it about?" and "What is most important about the who or what?"
- Be a paraphrase (in your own words)
- Contain 10 words or less

Adaptations Activity

32d

Bright Ideas



"Get the Gist" for Struggling Readers: "Comparing and Combining"

- Use Overhead #32d to guide participants through the activity of comparing "Gists" and combining them to get the "Best Gist."
- Divide participants into small groups and ask each group to develop a "Gist" for the passage "Civil Law vs. Criminal Law." (Refer to Handout, "Get the Best Gist").
 1. Ask several groups to share their "Gists."
 2. Write these on a blank transparency on the overhead.
 3. Ask participants to compare each of the stated "Gists" analyzing the outstanding parts of each according to the criteria.
- Have participants combine these outstanding parts into one final, "Best Gist."
- Remind participants to use the criteria for good "Gists."

Get the Gist Tips

- Use Overhead #33 to point out how teachers can specifically instruct students to get the gist of what they read.

Note: The “gist” can be illustrated by sharing “gists” from student work.

Overhead #33



Texas Center
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Designing CSR Instruction
**Becoming Familiar
with CSR (con't.)**

Tips for Get the Gist



- Have students summarize the “gist” of the paragraph(s) in as few words as possible.
- Try the 10-finger rule where each finger represents a word of the sentence that summarizes the paragraph(s).

Wrap-Up

- Use Overhead #34 (Step 5) to explain the two parts of Wrap Up and the rationale for each.
- Include the questions that students should ask themselves to help them generate appropriate questions about the passage.

Overhead #34



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and Language Arts

Designing CSR Instruction
**Becoming Familiar
with CSR (con't.)**

Step 5: Wrap Up Strategy

Part I: Asking Questions

Students identify important ideas in the passage and generate questions about these ideas.

Rationale: Helps students remember what was read, identify important parts, and prepare for tests.






Part II: Reviewing

Students think of and tell something important they learned.

Rationale: Helps students organize information and focus on the text as a whole; this can facilitate comprehension and retention of the material.

Overhead #35

 **Designing CSR Instruction
Becoming Familiar
with CSR (con't)**

Key Words to Help with Wrap Up

Students learn to use key words to write and answer their own questions.

Key Words include:

Who?

What?

When?

How?

Where?

Why?

Key Word for Wrap-Up

- Use Overhead #35 to review key words that students can use when writing and answering CSR questions.

Overhead #36

 **Designing CSR Instruction
Becoming Familiar
with CSR (con't)**

Tips for Wrap Up



Asking Questions:

- Ask students to generate questions about the entire passage.
- Have them use *who*, *what*, *when*, *where*, *why*, and *how* as starter words for the questions.
- Ask students to make up questions that might be on the test about the passage.

Reviewing:

- Have students state something very important that they learned from reading the passage.

Wrap-Up Tips

- Use Overhead #36 to point out how teachers can specifically instruct students to wrap-up CSR.



Use the "Gists" to Wrap-Up

Overhead #36a

The diagram illustrates the process of using "Gists" to create a "Wrap-Up". At the top, it says "Use the 'Gists' to". Below this, four boxes labeled "Gists" are arranged in a 2x2 grid. Green arrows point from each "Gist" box towards a central yellow box labeled "Wrap-Up". Below the "Wrap-Up" box is a larger yellow box containing the summary statement: "Arachnids often help farmers because they eat insects." The diagram is framed by a border with logos for the Texas Center for Reading and Language Arts and Bright Ideas.

"Gists"
Spiders are often mistaken for insects.

"Gists"
Spiders can be nice and are often harmless.

"Gists"
Spiders are arachnids with no backbones and eight legs.

"Gists"
Farmers like spiders because they eat insects.

Wrap-Up

Arachnids often help farmers because they eat insects.

36a

- Use Overhead #36a to illustrate how students can use the "Gists" they developed from the "Get the Gist" step to create the "Wrap-Up."
- Tell participants that the "Wrap-Up" is a summary statement of the material read.
- Remind participants that they can use the same techniques as they did for "Getting the Gist" to help students learn how to "Wrap-Up" (i.e., demonstrating with a concrete example, modeling using a "think aloud," comparing and combining to get the "Best Gist").

Overhead #37

 **Designing CSR Instruction
Becoming Familiar
with CSR (con't.)**

**Step 6: Whole Class
Wrap Up Strategy**

*Teachers discuss the reading passage
with the whole class.*



*Rationale: Provides students opportunities to hear
other ideas and questions about the passage; serves
as a good synthesis activity.*

Whole Class Wrap- Up Strategy

- Use Overhead #37 to explain how teachers wrap up CSR in a whole group setting.
- Include the rationale for the strategy.

Note: Refer participants to the Q-Matrix hand-out as a tool for generating Wrap-up questions to stimulate discussion about what students have read.

Overhead #38

 **Designing CSR Instruction
Becoming Familiar
with CSR (con't.)**

Tips for Whole Class Wrap Up



Have students...

- review clunks
- share some of their groups' questions
- answer the questions
- share some of their review ideas



Whole Class Wrap- Up Tips

- Use Overhead #38 to point out how teachers wrap up whole class CSR instruction.
- Have participants identify vocabulary words and concepts from their content area lessons that might be “clunks” for students.

CSR Implementation

- Use Overhead #39 to introduce the four steps teachers will use to implement CSR in the classroom.

Stages of Implementation

- Use Overhead #40 to explain the implementation stages of CSR (e.g., model, teach strategies), and the progression from teacher-driven to student-driven instruction.

Overhead #39

Texas Center for Reading and Language Arts

Implementing CSR Instruction

- Modeling CSR
- Teaching the strategies
- Teaching the roles
- Monitoring groups

Overhead #40

Texas Center for Reading and Language Arts

Implementing CSR Instruction Implementation Stages

Model → Teach Strategies → Teach Roles → Monitor Groups

Role of the Teacher

Teacher-directed Whole group	Teacher-facilitated CL group
------------------------------	------------------------------

Student Involvement

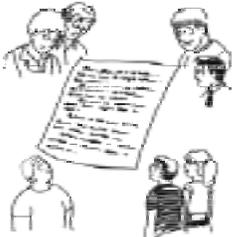
Limited Whole group	Active CL group
---------------------	-----------------

CL = cooperative learning

Overhead #41

 **Implementing CSR Instruction**
Modeling CSR Strategy

Provide the BIG Picture



Teacher...

- models the four strategies using a sample passage with the whole class
- uses “think aloud” when modeling the strategies
- repeats process two to three days when first introducing CSR

41

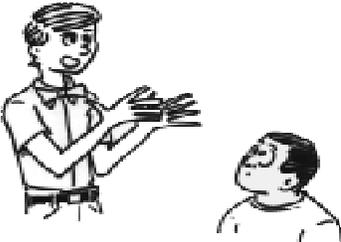
Modeling

- Use Overhead #41 to explain how teachers model the CSR strategies for the students.

Note: Teachers talk out loud to demonstrate the thinking process when using the strategies.

Overhead #42

 **Implementing CSR Instruction**
Teaching the Strategies



Teacher...

- works with the whole class through a passage, paragraph by paragraph
- asks students to discuss their ideas with their neighbor
- asks some students to share their ideas with the whole class
- repeats process two to three days

Teaching the Strategies

- Use Overhead #42 to discuss how the teacher teaches each strategy to the whole group.

Activity 2

- Guide participants in Group Activity 2.

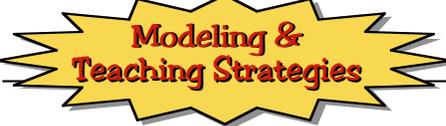
Modeling & Teaching Strategies

Note: Refer participants to Seabirds, Clunk Cards, or the Revised Clunk Cards, and Learning Logs handouts.

CSR Roles

- Use Overhead #44 to explain how to teach students about the different roles and responsibilities for individuals within their group.

Overhead #43



Modeling & Teaching Strategies

Activity 2

Part I: Demonstration of "Think Aloud" by Presenter

- Previews the reading passage
- Reads 1st paragraph, using "Click and Clunk" and "Get the Gist" strategies

 **Whole Group**

Part II: Practice of Strategies by Participants

- Finish reading the passage
- Use "Click and Clunk" and "Get the Gist" strategies

 **Small Group**

Part III: Demonstration of Wrap Up by Presenter

- Generate questions
- Discuss review statements
- Ask participants to discuss "clunks" and the "gist" of paragraphs

 **Whole Group**

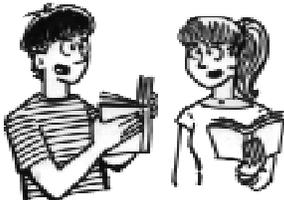
Overhead #44



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Implementing CSR Instruction

Teaching the Roles

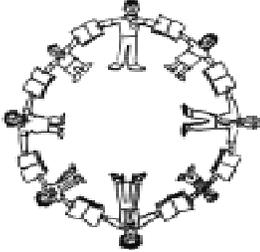


Teacher...

- assigns students to their groups
- assigns roles to students
- reviews role assignments using cue sheets
- prompts students to implement tasks for their roles
- repeats process two to three days

Overhead #45

 **Implementing CSR Instruction**
Monitoring Cooperative Learning Groups



Teacher...

- discusses rules for working cooperatively
- assigns the reading passage and has students begin CSR
- reminds students about role responsibilities
- circulates and provides assistance for behavior, "clunks", "gists," and so forth

Monitoring Cooperative Learning

- Use Overhead #45 to discuss ways that teachers monitor and assist students for effective CSR interaction and learning.
- Emphasize that teachers should conduct a whole class introduction before having students work in cooperative learning groups and conduct a whole class wrap -up.

Overhead #46

 **Evaluating CSR Instruction**



• Conducting evaluation activities

Evaluating CSR Instruction

- Use Overhead #46 to introduce the final section of CSR.

Evaluation Activities

- Use Overhead #47 to review different types of activities that teachers can use to evaluate the effectiveness of CSR instruction.

Overhead #47



Evaluating CSR Instruction

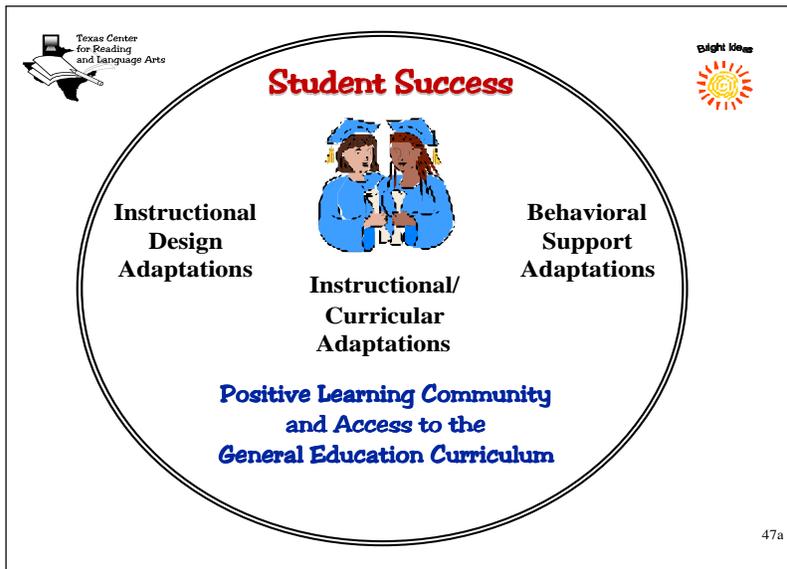
Provides follow-up activities to reinforce and evaluate student learning.



Example of follow-up activities:

- Quizzes from student-generated questions
- Essays
- Portfolios
- Presentations
- Visual representations

Overhead #47a



Bright Ideas



Student Success

Note: Use Overheads #47a through #47k to give more specific information about making adaptations.

- Use Overhead #47a to review with the participants the three types of adaptations. Remind participants to reflect on struggling readers and writers including students with disabilities and the adaptations required as they continue through this guide. (Have participants continue to add to the chart paper if this process is being used.)

Bright Ideas



Instructional Design Adaptations

Overhead #47b



Texas Center
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Instructional Design Adaptations

Know Your Student



Bright Ideas

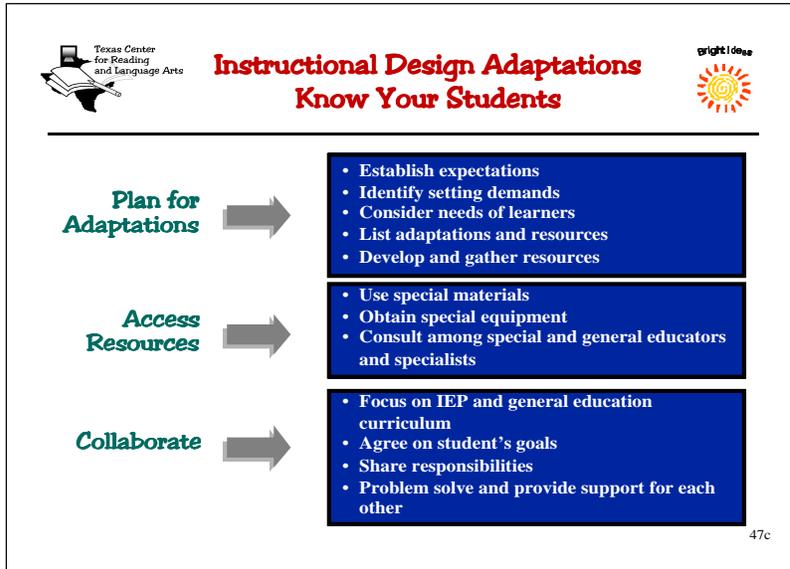
- Plan for adaptations
- Access resources
- Collaborate
- Integrate technology
- Assess learning
- Monitor student progress



47b

- Use Overhead #47b to remind participants of the importance of instructional design adaptations. For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate, integrate technology, assess learning, and monitor student progress.

Overhead #47c



Bright Ideas



Instructional Design Adaptations

- Use Overhead #47c to introduce specific instructional design adaptations.

Plan for Adaptations:

- Explain that the first step in planning adaptations for struggling readers and writers is to **establish expectations** for student outcomes. What goals and objectives are listed on the IEP and what skills are the students expected to master and demonstrate at the end of the lesson or unit?
- **Think about the demands** needed to complete the tasks associated with the expectations or outcomes (e.g., note taking, writing, group work). Identifying setting demands will help to determine which part of the instruction and/or assignment is too challenging and how to modify the task so that students with special needs can successfully complete the assignment.
- **Keep student's strengths and needs** in mind while planning for the lesson (e.g., refer to student's IEP modification page if necessary).
- **Identify the types of adaptations and resources** necessary for the student to benefit from instruction (e.g., extended time, support for reading, manipulatives for math, token system for completing work).
- **Develop and/or gather needed resources.** Collect resources in advance (e.g., getting Braille text completed for a student who is blind; getting books on tape).
- Ask participants to pair and in one minute generate suggestions for implementing plans for adaptations. Partners may share in large group and add to adaptations charts.



Instructional Design Adaptations (cont.)

Overhead #47c (cont.)

Access Resources

- Mention to participants that these are examples of special materials: visual aids, pictures, flash cards, high-interest/controlled-vocabulary reading materials, manipulatives, instructional games, spell checker, and software.
- Tell participants the following are examples of special equipment: magnifying glass, tape recorder, large print books, Braille, FM system, and computer with grammar and spellchecker. (See Handout for list of “Assistive Technology Devices.”)
- Say that the following is a list of personnel resources: behavior specialists, vision specialists, special education teachers, curriculum specialists, inclusion specialists, and technology specialists. (See Handout, “Related Service Personnel” of specialists.)
- Ask participants to choose one or two disability categories and give examples of materials, equipment, and personnel resources that the teacher may need in order to teach a lesson so that these students will benefit from instruction. Either small or large groups can participate in this activity.

Collaborate

- Discuss the importance of collaboration among general and special education teachers and other related specialists and with parents in preparing instructional adaptations for students with special needs. (See Handout, “Related Service Personnel” for a list of specialists who serve students with disabilities.)
- Explain that there should be a consensus in decision-making regarding the identification of a student’s educational goals and objectives using the IEP if the student has an identified disability. In considering these goals, discuss the importance of student participation in the general education curriculum. This may vary depending on the student’s learning levels and disabilities in relation to the goals of the lesson. For example, a struggling reader may use taped books and partner reading along with study guides to access the social studies textbook. In contrast, a student with moderate cognitive disabilities may be learning to recognize and demonstrate key concepts of the lesson.
- Tell participants that general and special education teachers and other specialists should share responsibilities and work together to identify, access, and gather resources necessary for adaptations. Have participants discuss how this can work.
- Mention that problems will naturally arise (e.g., special materials not available, student with autism disrupting class with occasional outbursts). Use formal (e.g., grade level/cohort planning meetings, student study teams, teacher assistance teams) and informal problem solving to resolve student problems. The key is to support each other to assist students in attaining their goals.

Overhead #47d

The diagram is titled "Instructional Design Adaptations Know Your Students (cont.)" and is presented on an overhead slide. It features three main sections, each with a green heading and a corresponding blue box containing bullet points. The first section, "Integrate Technology", lists: Computer-assisted instruction, Writing tools, Communication devices, and Internet. The second section, "Assess Learning", lists: Assess learning needs and levels, and Set goals. The third section, "Monitor Student Progress", lists: Provide on-going monitoring, and Give frequent and immediate feedback. The slide also includes logos for the Texas Center for Reading and Language Arts and Bright Ideas.

Texas Center for Reading and Language Arts

Instructional Design Adaptations
Know Your Students (cont.)

Bright Ideas

Integrate Technology →

- Computer-assisted instruction
- Writing tools
- Communication devices
- Internet

Assess Learning →

- Assess learning needs and levels
- Set goals

Monitor Student Progress →

- Provide on-going monitoring
- Give frequent and immediate feedback

47d

- Use Overhead #47d to discuss integrating technology, assessing learning, and monitoring student progress.

Integrate Technology

- Explain that:
 - There are a number of areas where technology could assist struggling readers and writers. Examples include computer-based reading, writing assistance, augmentative communication, access to reference materials, adaptive switches, and materials modifications.
 - Computer-assisted instruction can be a powerful adaptation tool for struggling readers and writers. Teachers can use tools such as tutorial, practice, and simulation software to promote problem solving.
 - Writing tools can be used in creating outlines, graphic organizers, idea webs or maps, and assisting with word processing including spelling and grammar checkers.
 - Assistive devices such as auditory trainers and voice recognition programs may be needed by some struggling readers and writers in order to benefit from instruction. (See Handout, "Assistive Technology Devices" for list of assistive devices.)
 - Reference materials for research papers and other class projects can be accessed via websites and the Internet. For students with visual impairments access to web sites and the Internet can be accomplished with the assistance of the vision specialist who should know about software that promotes accessibility.

Bright Ideas



Instructional Design Adaptations (cont.)



Instructional Design Adaptations (cont.)

Overhead #47d (cont.)

Assess Learning

- Mention that assessment is an essential component of instruction for students with special learning needs. While planning for assessment, be sure to consider student needs and any adaptations necessary for the students during assessment. (Refer to student's IEP modification page if the student has an identified disability.) For example, students may need one-to-one test administration, small group setting, shortened tests, extended time for tests, or the use of a calculator or other special materials and equipment. Also, use curriculum-based assessment or alternative methods of assessment.

Monitor Student Progress

- Tell participants that:
 - Monitoring struggling readers and writers' progress and providing feedback help the teacher determine when these students require extra assistance. Instruction should be adjusted accordingly. Both monitoring and feedback should be frequent and ongoing. Students can learn how to monitor their own progress. For example, students can chart their reading rate or number of math facts completed.
 - Involving students in setting individual, academic, and behavioral goals is important, especially at the secondary level. Students are more likely to improve if they have ownership of their goals and objectives.

Extended Workshop: Lesson Plan

- If time permits, have small groups plan a lesson for an inclusion class incorporating instructional adaptations. Groups should consist of general and special education teachers and other specialists. Have groups plan their lesson to focus on adaptations for a particular student with a disability in a subject matter they choose. Have groups then share their lesson with the other participants.

Overhead #47e



Instructional and Curricular Adaptations



Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning



47e

Bright Ideas



Instructional and Curricular Adaptations

- Use Overhead #47e to remind participants of the examples of instructional and curricular adaptations. For example, struggling readers and writers generally require more explicit instruction including teacher modeling using “think alouds.” (See Handout, “Suggestions for Adaptations”).
- Explain that the next two overheads give examples for two of the adaptations, “Make Learning Visible and Explicit” and “Provide Multiple Ways to Demonstrate Learning.”



Instructional and Curricular Adaptations

Overhead #47f



Texas Center
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Instructional and Curricular Adaptations



Bright Ideas

Make Learning
Visible and
Explicit



- Use modeling and “think alouds”
- Provide a written list of steps
- Have students self-monitor as they complete each step
- Support auditory information with visual and tactile cues

47f

- Use Overhead #47f to discuss strategies for making learning visible and explicit.
- Remind the participants of common sayings:
 - “A picture is worth a thousand words.”
 - “Modeling isn’t the best way to teach, it is the only way to teach.”
(Albert Schweitzer)
- Discuss that research demonstrates that struggling readers and writers including students with disabilities learn better when taught the steps in cognitive processes (e.g., steps for finding main idea and solving math word problems).
- Tell participants that these students need systematic, explicit instruction in how to complete complex, cognitive processes. This type of instruction consists of modeling the steps including the thinking that occurs (i.e., “think alouds”) and then having the students think aloud as they do the steps. It is also helpful to provide a written list of steps and have the students self-monitor as they complete each step.
- Suggest that participants provide examples that demonstrate steps and monitoring for a particular skill. For example, write the steps involved in solving a word problem or list the steps in editing a written work.
- Discuss how adding visual and tactile cues to auditory information help make the auditory information more visible and explicit.

Examples are:

 - When sounding out a word, have students push markers into boxes for each sound.
 - Have students clap the words in a sentence.
 - When lecturing, write the key words for each point on a transparency.

Overhead #47g

Texas Center for Reading and Language Arts

Instructional and Curricular Adaptations

Bright Ideas

Provide Multiple Ways To Demonstrate Learning →

Examples:

- Advertisement
- News release
- Web or map
- Comic strip
- Collage
- Diorama

47g

Bright Ideas



Instructional and Curricular Adaptations

- Use Overhead #47g to expand on multiple ways to demonstrate learning other than a book report.
- Explain that struggling readers and writers may know the information, but may not be able to demonstrate effectively this learning because of their learning needs.
- Ask participants to expand the list of alternatives to the traditional book report. Share the groups' ideas either orally or by placing them on chart paper.

Bright Ideas



Behavioral Support Adaptations

Overhead #47h



Behavioral Support Adaptations



Strategies that increase appropriate student behaviors are:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors



47h

- Use Overhead #47h to remind participants of the three types of behavioral support adaptations.

Overhead #47i

Texas Center for Reading and Language Arts

Behavioral Support Adaptations

Bright Ideas

Provide Structure and Be Consistent

- Arrange classroom environment
- Establish clear rules, routines, and expectations
- Inform students of consequences for positive and negative behaviors
- Provide cues for transitions or changes

Use Proactive Teaching

- Gain student's attention: visual, verbal, and tactile cues
- Prevent problem behavior rather than react:
 - Catch them when they're learning
 - Catch them being good
 - Identify reasons for problem behavior
 - Modify factors eliciting problem behavior

47i

Bright Ideas



Behavioral Support Adaptations (cont.)

- Use Overhead #47i to discuss two major types of behavioral support: consistent and proactive teaching.

Provide Structure and Be Consistent

- Explain that classroom management requires structure and consistency.
 - Plan and arrange the environment. Organization enhances student attention.
 - Establish rules and expectations. Rules should be stated positively, displayed, and limited (i.e., 3 to 5). Have the class generate the rules and expectations in order to promote “buy-in.”
 - Use natural and logical consequences for positive and negative behaviors (e.g., call on students who raise their hand and redirect students who speak out of turn).
 - Prepare students for transitions and change by giving frequent cues. Establish time limits for transitions.

Use Proactive Teaching

- Explain that proactive teaching can prevent problem behaviors by getting students' attention and/or changing factors that elicit those behaviors.



Behavioral Support Adaptations (cont.)

Overhead #47i (cont.)

Use Proactive Teaching (cont.)

- Use such techniques as gaining attention, using the student's name, greeting them at the door, and being in close proximity. Also, varying voice, providing interesting materials, and sitting at eye level to "hook" student's attention can be effective.
- Be proactive rather than reactive. Be alert to students' on-task behavior and encourage their efforts.
- Identify reasons for problem behavior. The factors that elicit problem behavior can be modified, thereby preventing the behavior. For example, if a student regularly engages in a number of avoidance behaviors (e.g., sharpening pencil, searching in desk, talking to neighbor) when a math problem solving assignment is given, it may be that the work is too difficult for the student to do independently. The teacher should determine if this assumption is correct, and if so, modify the task accordingly.
- Consult with the special education teacher to determine the behavioral support plan that may be identified in the IEP.

Overhead #47j

Texas Center for Reading and Language Arts

Bright Ideas

Behavioral Support Adaptations

Teach Alternative Behavior →

Teach and demonstrate to students:

- Appropriate social and communication skills
- Self-monitoring strategies

47j

- Use Overhead #47j to discuss the teaching of alternative behaviors.
- Explain that effective behavioral support focuses on teaching students appropriate alternative behaviors. Modeling and then having the student practice the new behavior will help build alternative positive behaviors.
- Use the following example, your own, or elicit examples from participants.

Johnny may tantrum because he doesn't have the skills to communicate his frustration. Teachers can replace the tantrum behavior by teaching Johnny how to communicate this frustration (e.g., "I'm trying, but it's too hard." "Don't understand. Need help.").

- Tell participants that students may need to build social and communication skills (e.g., taking turns, cooperative strategies). Identify specific skills and teach them during routine activities. If students are taught using specific programs (e.g., Peacebuilders, Skillstreaming), it is important that the skills are practiced and generalized across settings. Work with the special education teacher to support the social and communication skills that are being targeted so that they generalize across classes.
- Mention that self-regulation helps students monitor their behavior (e.g., stop-look-listen; first I do. . . , then I . . .). Use self-report point cards and checklists that reflect the students' individual goals.

Bright Ideas



Behavioral Support Adaptations



Behavioral Support Adaptations

Overhead #47j (cont.)

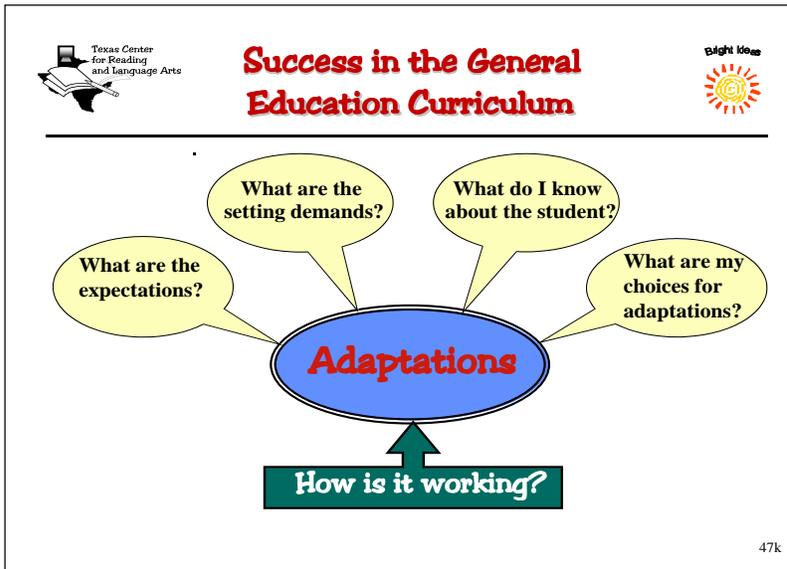
Extended Workshop:

If time permits, have participants work in small groups. First, have each group identify a problem behavior. Have them state it so that it is observable and measurable. Second, have participants discuss potential and common factors that are associated with problem behavior in classroom settings (e.g., length or difficulty of task, too many problems per sheet, not able to get teacher's attention, nonpreferred task, no choice making). Third, have participants identify ways to modify these factors to prevent problem behavior from occurring.

Or

Have participants work in small groups. Have one of the group participants describe a student and the problem behavior(s). Then ask participants to identify (a) the factors that elicit problem behavior(s), and (b) ways to modify those factors to prevent problem behavior(s).

Overhead #47k



- Use Overhead#47k to conclude this discussion on making adaptations for struggling readers and writers.
- Review the four adaptation questions with participants. Discuss how answering these four questions assists teachers in selecting adaptations. Recommend collaboration among specialists.
- Explain that a final step in the process is to determine how the adaptation(s) is working and make adjustments accordingly. Explain that this is an important key to student's success in the general education curriculum.
- Encourage participants to think about making adaptations as they continue to complete the workshop. (Putting self-sticking notes on chart paper activity can be continued.)

(Bryant & Bryant, 1998)

Bright Ideas



Success in the
General Education
Curriculum

Activity 3

- Guide participants in Group Activity 3.

Implementing CSR In Your Classroom "Tomorrow"

Note: Refer participants to Implementing CSR in your Classroom Tomorrow and Implementation Tips for Teachers handouts.

Overhead #48

Implementing CSR In Your Classroom "Tomorrow"

Activity 3

To implement CSR in your classroom, carefully consider the following questions. Record your answer in the "Implementing CSR in Your Classroom Tomorrow" answer sheet:

1. Which class will you use CSR with, and why would you choose that class?
2. What topic will be the focus of CSR?
3. What is your timeline for getting ready to implement CSR and for teaching the first lesson to your class?
4. Are you presently using Cooperative Learning groups? If not, how will you group students?
5. What preparations need to be completed before you begin? Materials? Instructional timeline for modeling and teaching?
6. How often do you hope to use CSR with your classes?
7. What are some of the problems you might anticipate using CSR, and how can you address those problems?
8. What are some ways you can evaluate student learning using CSR?

48



Enhancing Reading Comprehension for Secondary Students - Part II



Collaborative Strategic Reading (CSR)

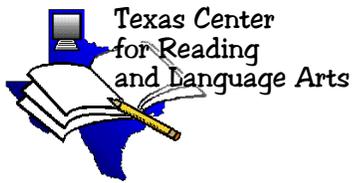
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Agenda

Reading Comprehension: Collaborative Strategic Reading (CSR)



- Objectives
- Reading Comprehension
- TEKS and Reading Comprehension
- CSR Guidelines



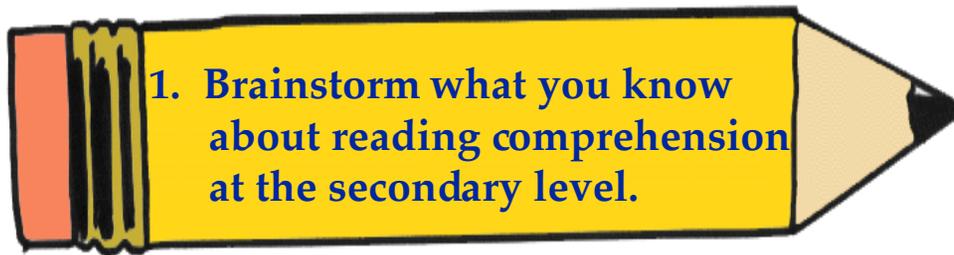
Objectives

Participants will:

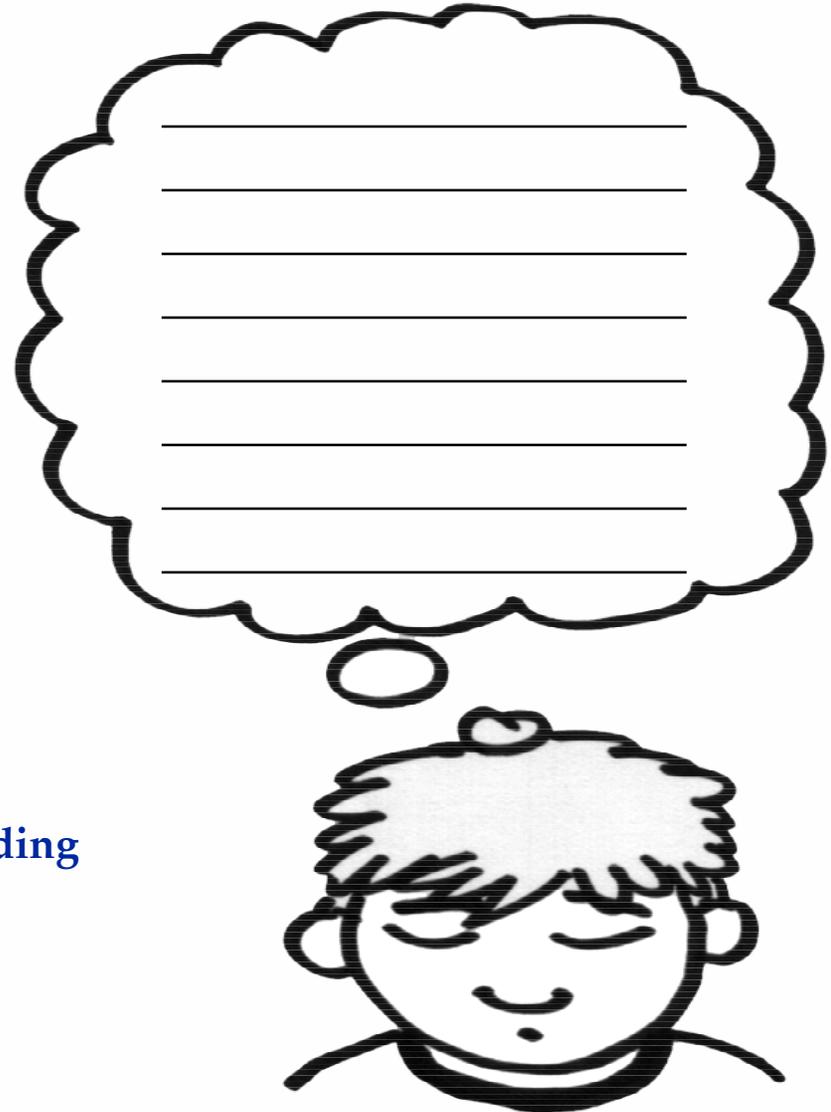
- Discuss reading comprehension
- Describe the skills and knowledge of reading comprehension as specified in the TEKS
- Describe how to design, implement, and evaluate comprehension monitoring strategies, such as Collaborative Strategic Reading (CSR)
- Design a plan to implement CSR

Reading Comprehension

Activity 1



2. In a small group, discuss your thoughts on reading comprehension.
3. Communicate your group's thoughts on reading comprehension with the larger group.



Reading Comprehension

What is Reading
Comprehension?



- The goal or purpose for reading
- An interactive process involving the reader, the kind of text, and the setting
- Interaction with the text to construct meaning before, during, and after reading
- The utilization of strategies by the reader to construct meaning (i.e., the “strategic” reader)

Reading Comprehension



What is Reading Metacognition? (comprehension monitoring)

- Awareness of self as a learner
- Awareness of text structures and reading strategies
- Active awareness of understanding or remembering what has been read
- The monitoring of comprehension during reading in order to aid faltering understanding
- Awareness of when and how to use different strategies to fix comprehension problems and apply them effectively to new reading situations

Reading Comprehension



What strategies
do good readers
use?

- Activate prior knowledge
- Monitor reading
- Anticipate problems
- Repair comprehension
- Summarize
- Generate mental images
- Distinguish main ideas from supporting details
- Distinguish important details of the text from less significant information
- Draw inferences
- Ask questions
- Reflect on the text

Reading Comprehension

Key Components of Reading Comprehension Instruction



- Prior knowledge
- Vocabulary development
- Questioning techniques
- Independent reading opportunities

Reading Comprehension

Prior Knowledge



- Develops students' awareness of what they know
- Provides strategies for students to connect existing knowledge with new information in text

Example of Activities:

K-W-L: Students discuss and record on a chart what they already “know” about a topic, what they “want” to learn about a topic, and following reading what they “learned.”

Brainstorming: Students list words or phrases that relate to a topic or concept.

Predicting: Students make predictions about what will happen or what they will learn from reading.

Reading Comprehension

Vocabulary Development



- How would you teach students the relationship of vocabulary words to topics and concepts?
- How could you provide students with strategies to develop an understanding of definitions and concepts?
- How could you prepare students to use vocabulary words outside the classroom?

Vocabulary Development (cont.)



Example of activities that enhance comprehension:

Semantic Mapping: Categorization procedure that organizes words related to a core concept into meaningful clusters.

Semantic Feature Analysis: Examination of how a group of related words can be discriminated from one another according to their features using a matrix.

Keyword: Visualization of a familiar concrete word that shares common features with the definition of a vocabulary word.

Questioning Techniques



Before reading, have students:

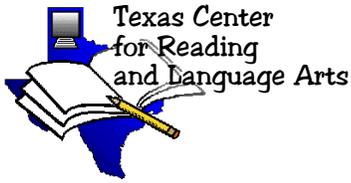
- Make predictions by asking questions about what they are going to read
- Use physical features (headings, boldface terms, so forth) to generate questions

During reading, encourage students to:

- Ask themselves, “Does this make sense?”
- Answer student-generated questions

After reading, have students:

- Discuss student-generated questions about the content
- Formulate questions to stimulate further reading and research
- Summarize and organize what they have read



Reading Comprehension

Independent Reading Opportunities

Independent Reading helps foster a positive attitude toward reading and literature.



Ways to Promote Independent Reading

- Provide all students with a rich literary environment
- Offer meaningful opportunities to read and write
- Incorporate time for reading
- Introduce and promote books
- Encourage students to share reading experiences



TEKS and Reading Comprehension, Grades 4-8

The student comprehends selections using a variety of strategies.

The student is expected to:

- (a) Use his/her own knowledge and experience to comprehend
- (b) Monitor his/her own comprehension and make modifications when understanding breakdowns such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
- (c) Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
- (d) Determine a text's main (or major) ideas and how those ideas are supported with details
- (e) Paraphrase and summarize text to recall, inform, or organize ideas
- (f) Draw inferences such as conclusions or generalizations and support them with text evidence and experience
- (g) Find similarities and differences across texts such as in treatment, scope, or organization
- (h) Answer different types and levels of questions

What is Collaborative Strategic Reading (CSR)

CSR is an instructional technique that uses two teaching practices: cooperative learning and reading comprehension strategies.

Cooperative Learning includes:

- Heterogeneous groups of reading ability
- Student roles
- Academic and social goals

Reading Comprehension includes:

- Oral and silent reading
- Vocabulary development
- Predicting
- Clarifying
- Summarizing
- Asking different types and levels of questions
- Making connections and permitting reflection of content

Research on Cooperative Learning



Cooperative Learning

- promotes social acceptance of students with academic difficulties
- involves heterogeneous groupings that contribute to academic achievement
- enhances reading achievement
- contributes to student learning material through oral repetition of information

Research on CSR



Collaborative Strategic Reading

- enhances the reading comprehension skills of students with different reading abilities (e.g., high and low achievers, reading disabilities)
- helps diverse students develop reading comprehension skills

Collaborative Strategic Reading

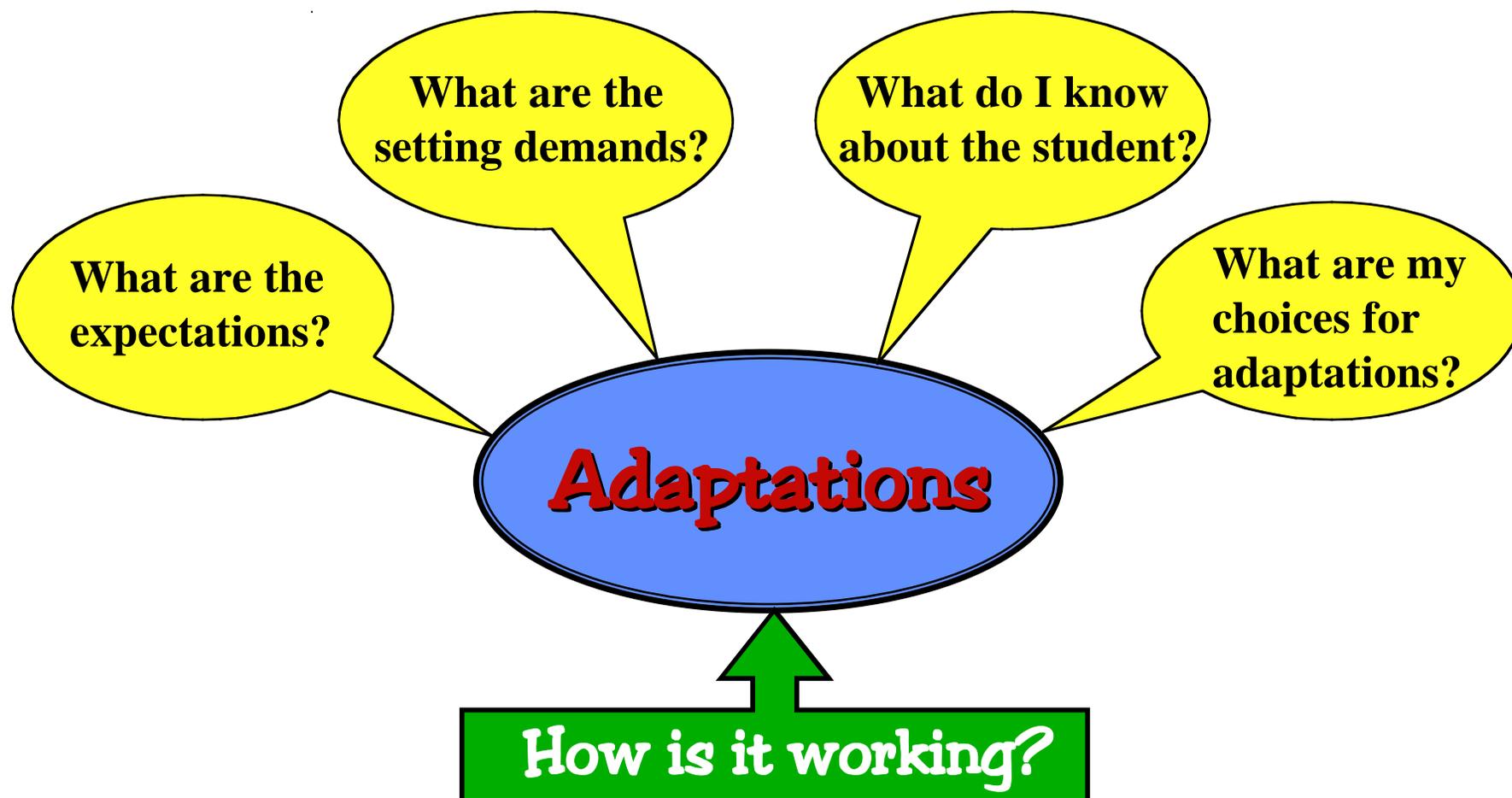
What do teachers report about CSR?



Teachers report that students...

- show improvement on achievement test scores
- exhibit improved reading skills
- transfer the strategies to other tasks
- recommend that teachers use CSR

Success in the General Education Curriculum





Student Success



**Instructional
Design
Adaptations**

**Behavioral
Support
Adaptations**

**Instructional/
Curricular
Adaptations**

**Positive Learning Community
and Access to the
General Education Curriculum**





Instructional Design Adaptations

Know Your Student



- **Plan for adaptations**
- **Access resources**
- **Collaborate**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**



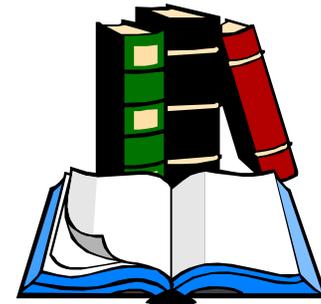
Instructional and Curricular Adaptations

Instructional:

- Consider students' literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

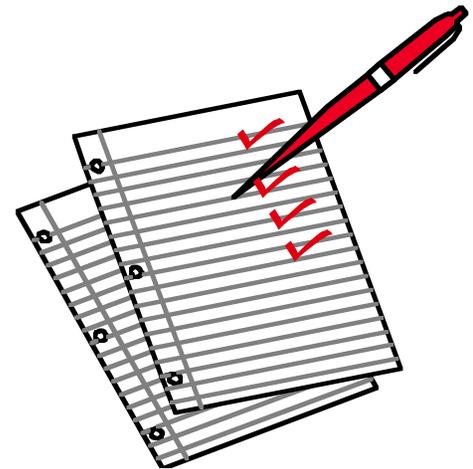
Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning



Strategies that increase appropriate student behaviors:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors





Collaborative Strategic Reading

Guidelines for Teachers



Designing CSR Instruction

- 
- Preparing materials
 - Teaching students to work cooperatively
 - Becoming familiar with CSR

Designing CSR Instruction

Preparing Reading Materials

Reading materials should:

- contain high-interest expository text
- facilitate the use of strategies

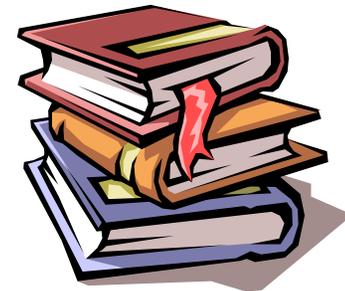
Consider materials that:

- contain clues/pictures for predicting
- have limited new vocabulary
- have themes and supporting details



Selecting Materials for Struggling Readers

- **High interest/controlled vocabulary**
- **Multi-paragraph text**
- **Reading level**
- **Features to facilitate comprehension**
- **Types of text structures**



Preparing Materials

Clunk Cards

Cue cards that contain fix-up strategies for students to figure out the meaning of unknown words, sentences, and concepts.

Reread the sentence with the "clunk."
Look for key ideas.

Fix-up strategies:

- Reread the sentence with the "clunk." Look for key ideas.
- Reread the sentence with the "clunk" in it; leave out the "clunk." What word makes sense?
- Reread the sentence before and after the sentence with the "clunk." Look for clues.
- Break the word into smaller words.
- Use prefixes or suffixes to help figure out the meaning of the word.

Fix-up Strategies for Struggling Readers

- **Reread the sentence.**
- **Reread the sentence leaving out the clunk.**
- **Read the sentence before and after the clunk.**
- **Look at the prefix, suffix, and root word.**



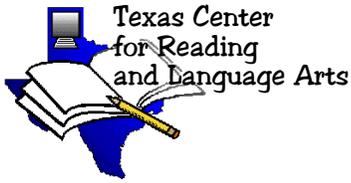
Preparing Materials Learning Logs

A record of students' ideas about the topic before reading begins, difficult words and concepts, "gists" of reading sections, and wrap-up review questions.



Learning Logs:

- use before, during, and after reading
- use as a permanent record for teachers to review and determine student progress
- use as a review as needed before moving onto the next passage



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Preparing Materials

Cooperative Learning Cue Sheets



Scripts students use that specify their CSR roles and responsibilities.

Possible roles include:

- **Leader:** Helps the group implement the assignment by focusing on the strategies to be used.
- **Clunk Expert:** Reminds students of the steps to follow for figuring out a word.
- **Gist Expert:** Reminds students how to figure out the main idea.
- **Announcer:** Calls on members to read or share an idea.

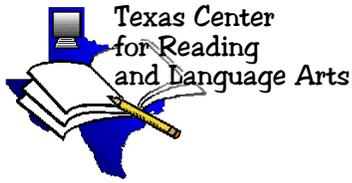
Designing CSR Instruction

Teaching Students to Work Cooperatively



Steps to working cooperatively:

- Assign students to groups (consider a balance of ethnicity, achievement, gender, and friendship)
- Assign roles to students (have them practice their CSR roles)
- Model how to work in a group cooperatively
- Assign a group activity to promote interdependence to complete the work
- Monitor group progress with social and academic goals



Designing CSR Instruction

Becoming Familiar with CSR

Step 1: Whole Class Introduction



Set the stage for the lesson:

- Tell students the topic
- Connect the topic to previous lessons
- Teach key vocabulary
- Identify proper nouns
- Provide instructions such as pages to read, amount of time for lesson, and activity to complete when done with CSR

Designing CSR Instruction

Becoming Familiar with CSR (con't.)

Step 2: Previewing Strategy

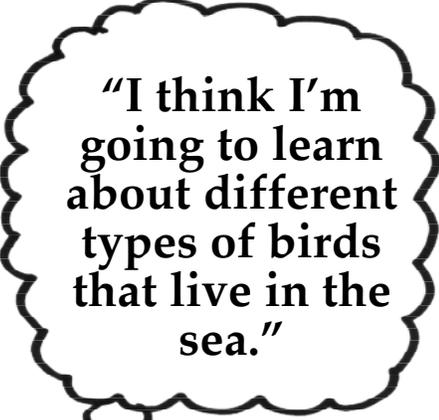
Brainstorming:

- Students tell what they know about the topic.

Rationale: Activates background knowledge.



"What do I already know about the topic?"



"I think I'm going to learn about different types of birds that live in the sea."

Predicting:

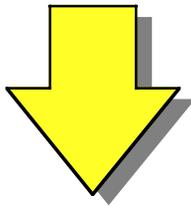
- Students tell what they think they will learn.

Rationale: Activates background knowledge and motivates students to read a passage to see if their predictions are correct.

Designing CSR Instruction

Becoming Familiar with CSR (con't.)

Tips for Previewing



Brainstorming:

- Ask students to discuss what they already know about the topic from other lessons, friends, movies, family.

Predicting:

- Tell students to use the title, subheadings, and pictures to make predictions about the assigned reading passage.

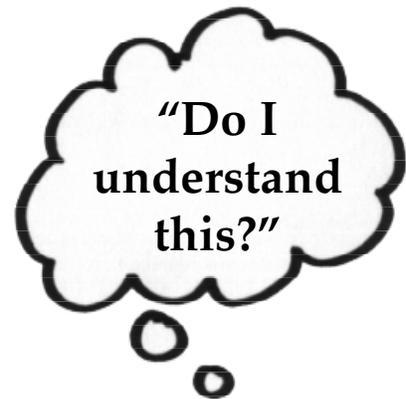
Designing CSR Instruction

Becoming Familiar with CSR (con't.)

Step 3: Click and Clunk Strategy

Clicks:

Portions of the text
understood by students



Clunks:

Portions of the text (words,
sentences, and concepts) that do
not make sense to students

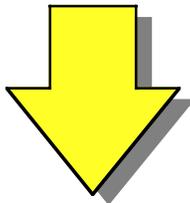


Rationale: Helps students monitor their comprehension by clarifying difficult words or sections.

Designing CSR Instruction

Becoming Familiar with CSR (con't.)

Tips for Clicks and Clunks



Clicks:

- Ask students to read the paragraph.
- Tell students “clicking” means being able to read the words and understand what is written.

Clunks:

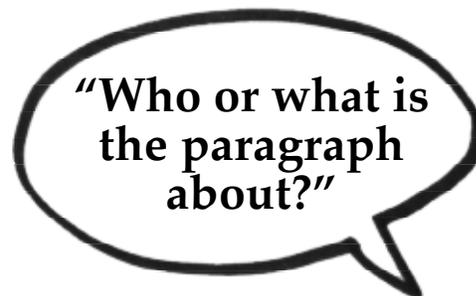
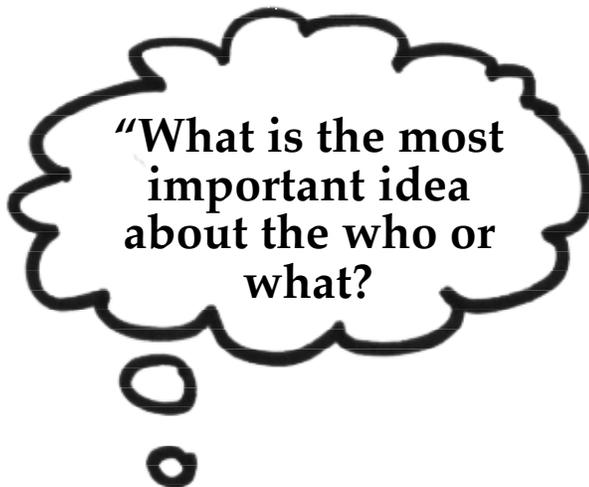
- Tell students that “clunks” are parts of text we don’t understand.
- Explain that fix-up strategies can be used to figure out words we don’t understand.

Designing CSR Instruction

Becoming Familiar with CSR (con't.)

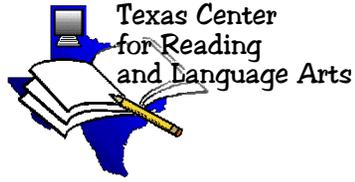
Step 4: Get the Gist Strategy

*Students summarize the most important idea
in the paragraph(s)*



Rationale: Helps improve students' understanding and memory of reading material.

Helps students monitor their comprehension by summarizing key information in the paragraph(s).

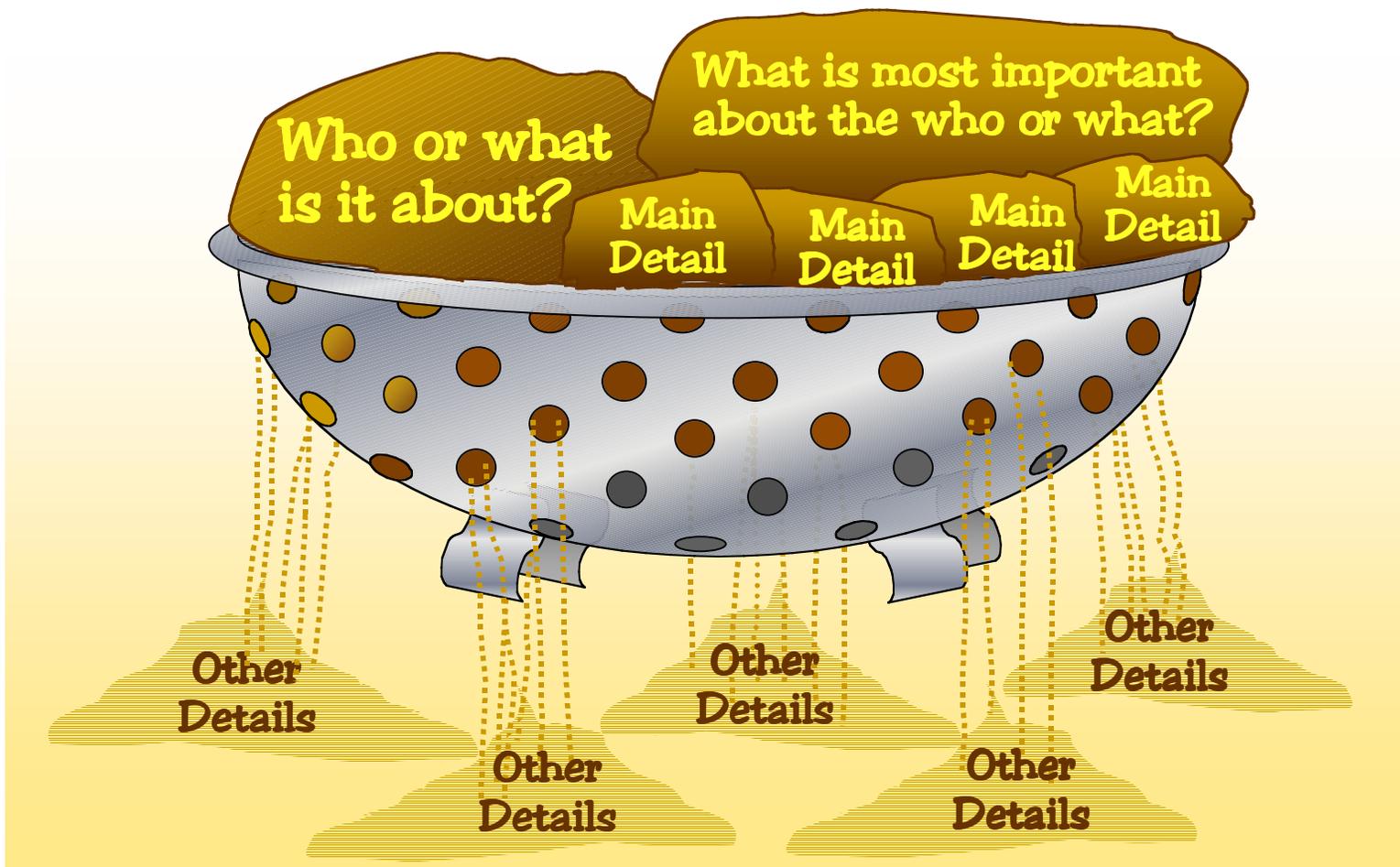


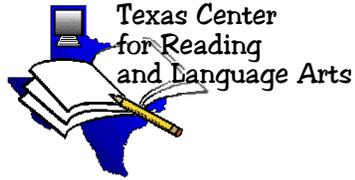
"Get the Gist" for Struggling Readers: Teaching Strategies



- **Use a concrete example.**
- **Model using think alouds.**
- **Compare “Gists” and combine to make a “Best Gist.”**

"Get the Gist" for Struggling Readers: "Concrete Example"





"Get the Gist" for Struggling Readers: "Think Aloud"



Sample expository text:

Although elephants are the largest living land mammal, they are an endangered species. They are found on two continents, Asia and Africa. On the continent of Asia, they are threatened by the encroachment of humans into their habitat. On the continent of Africa, humans have hunted and killed the elephant primarily to obtain ivory. These are two major reasons that the elephant population is dwindling.

“Get the Gist” for Struggling Readers: “Comparing and Combining”

A good gist should:

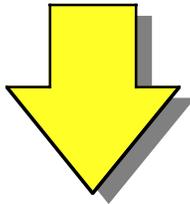
- **Answer “Who or what is it about?” and “What is most important about the who or what?”**
- **Be a paraphrase (in your own words)**
- **Contain 10 words or less**

**Adaptations
Activity**

Designing CSR Instruction

Becoming Familiar with CSR (cont.)

Tips for Get the Gist



- Have students summarize the “gist” of the paragraph(s) in as few words as possible.
- Try the 10-finger rule where each finger represents a word of the sentence that summarizes the paragraph(s).

Designing CSR Instruction

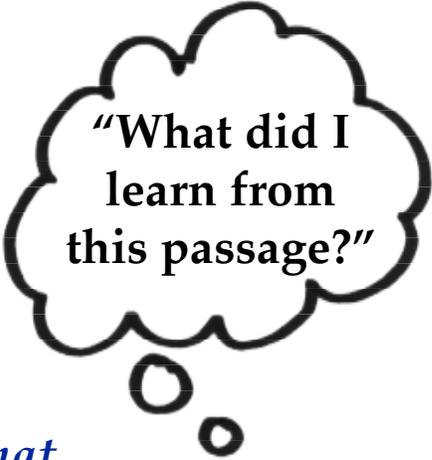
Becoming Familiar with CSR (cont.)

Step 5: Wrap Up Strategy

Part I: Asking Questions

Students identify important ideas in the passage and generate questions about these ideas.

Rationale: Helps students remember what was read, identify important parts, and prepare for tests.



“What did I learn from this passage?”



Part II: Reviewing



Students think of and tell something important they learned.

Rationale: Helps students organize information and focus on the text as a whole; this can facilitate comprehension and retention of the material.

Designing CSR Instruction

Becoming Familiar with CSR (cont.)

Key Words to Help with Wrap Up

Students learn to use key words to write and answer their own questions.

Key Words include:

Who?

What?

How?

When?

Where?

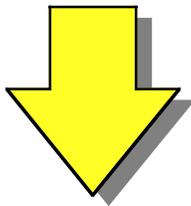
Why?



Designing CSR Instruction

Becoming Familiar with CSR (cont.)

Tips for Wrap Up



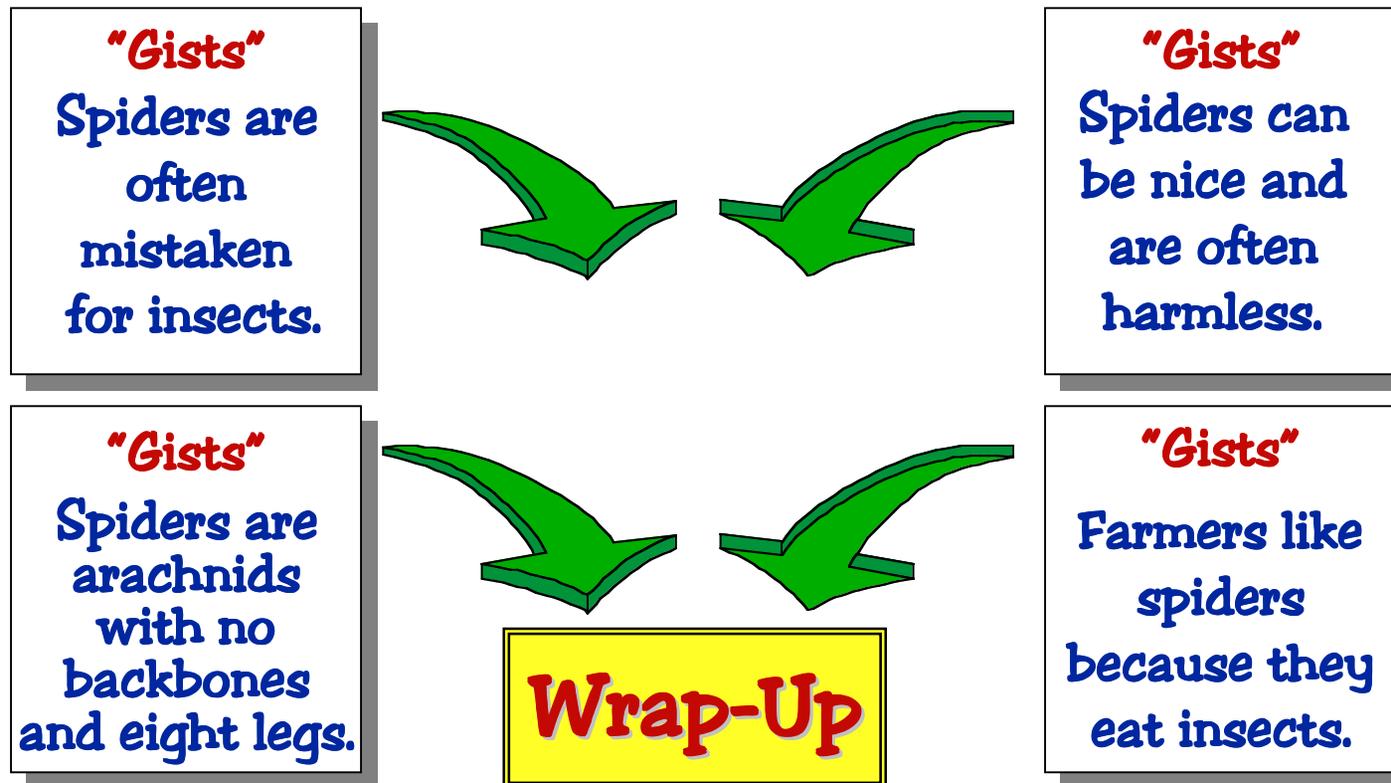
Asking Questions:

- Ask students to generate questions about the entire passage.
- Have them use *who*, *what*, *when*, *where*, *why*, and *how* as starter words for the questions.
- Ask students to make up questions that might be on the test about the passage.

Reviewing:

- Have students state something very important that they learned from reading the passage.

Use the "Gists" to



Arachnids often help farmers because they eat insects.

Designing CSR Instruction

Becoming Familiar with CSR (cont.)

Step 6: Whole Class Wrap Up Strategy

*Teachers discuss the reading passage
with the whole class.*

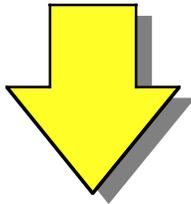


Rationale: Provides students opportunities to hear other ideas and questions about the passage; serves as a good synthesis activity.

Designing CSR Instruction

Becoming Familiar with CSR (con't.)

Tips for Whole Class Wrap Up

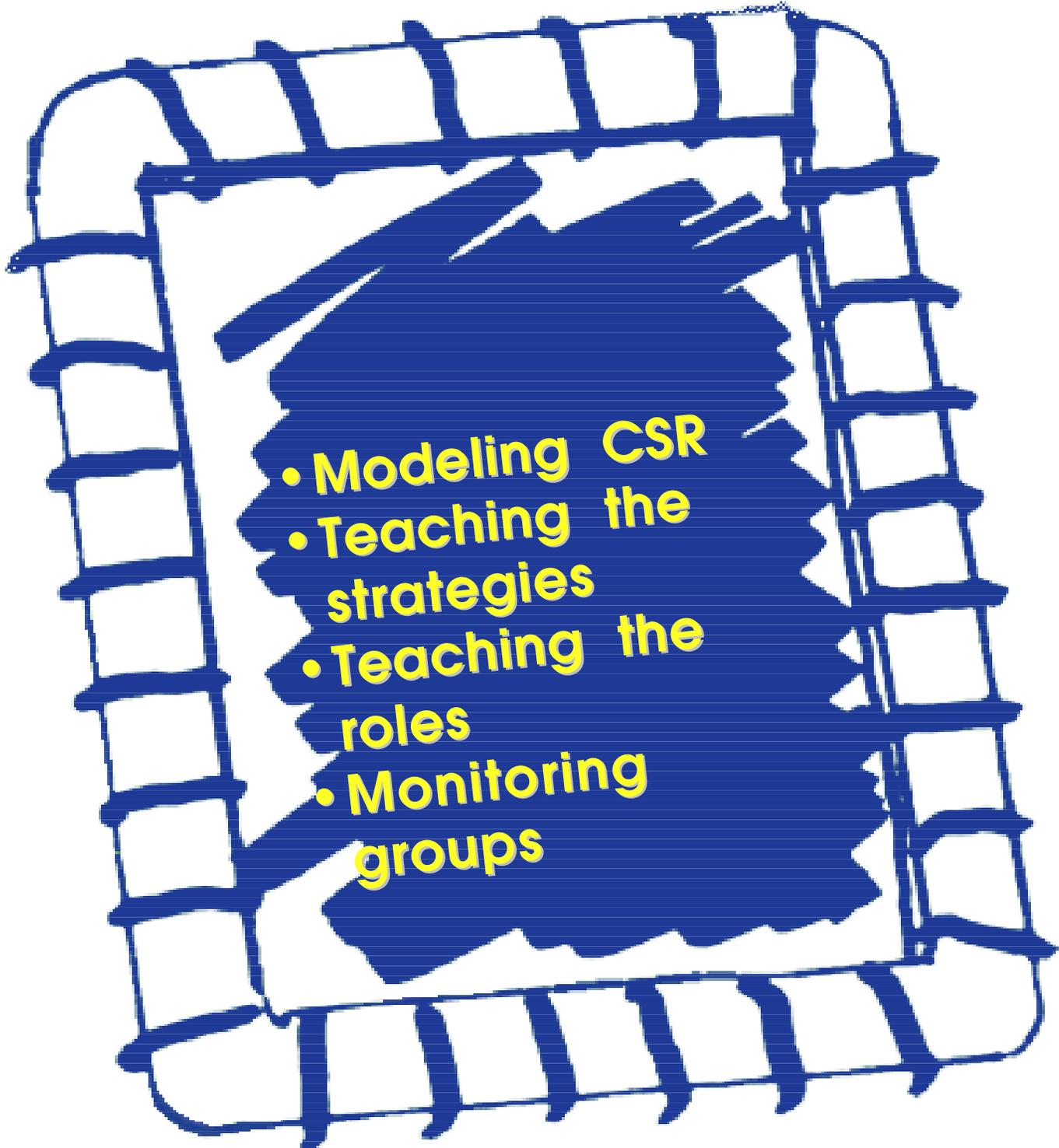


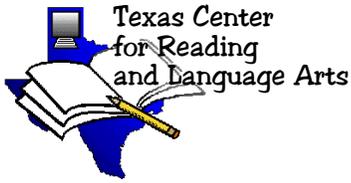
Have students...

- review clunks
- share some of their groups' questions
- answer the questions
- share some of their review ideas



Implementing CSR Instruction



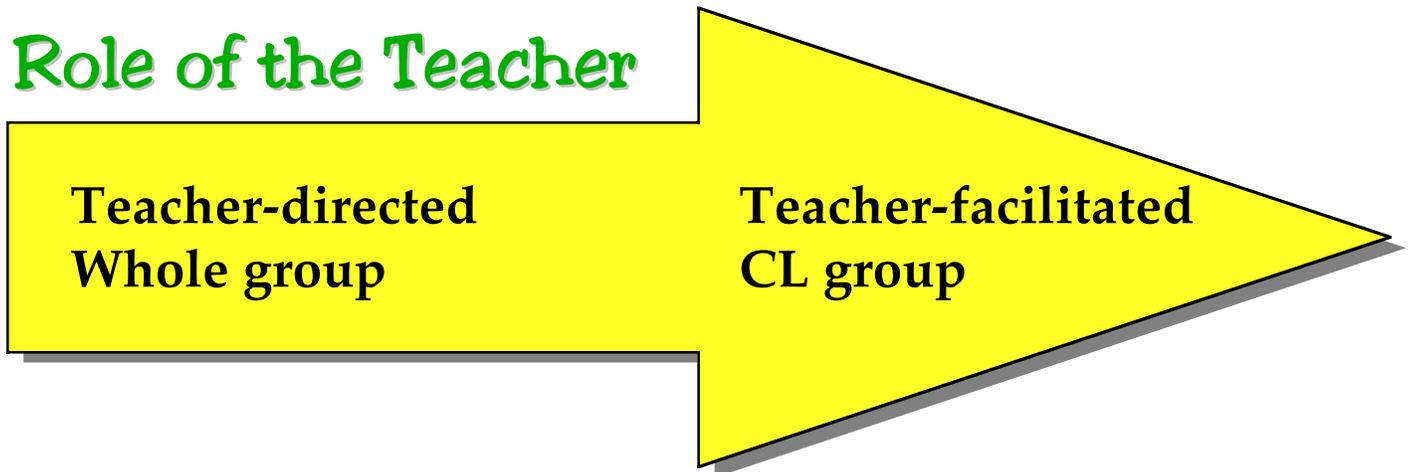


Implementing CSR Instruction

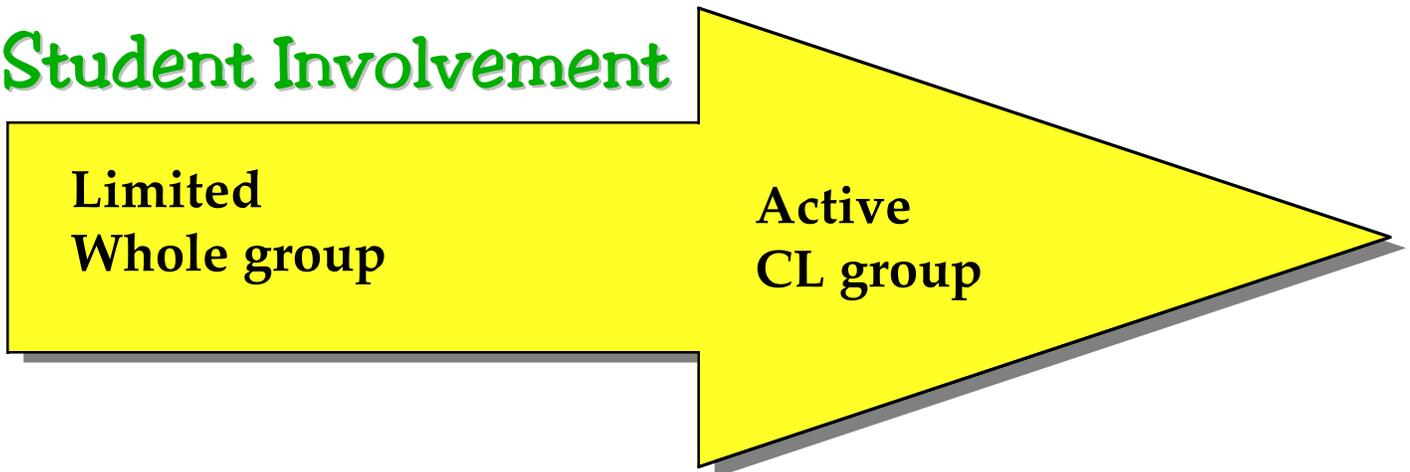
Implementation Stages



Role of the Teacher



Student Involvement



CL = cooperative learning

Implementing CSR Instruction

Modeling CSR Strategy

Provide the
BIG Picture

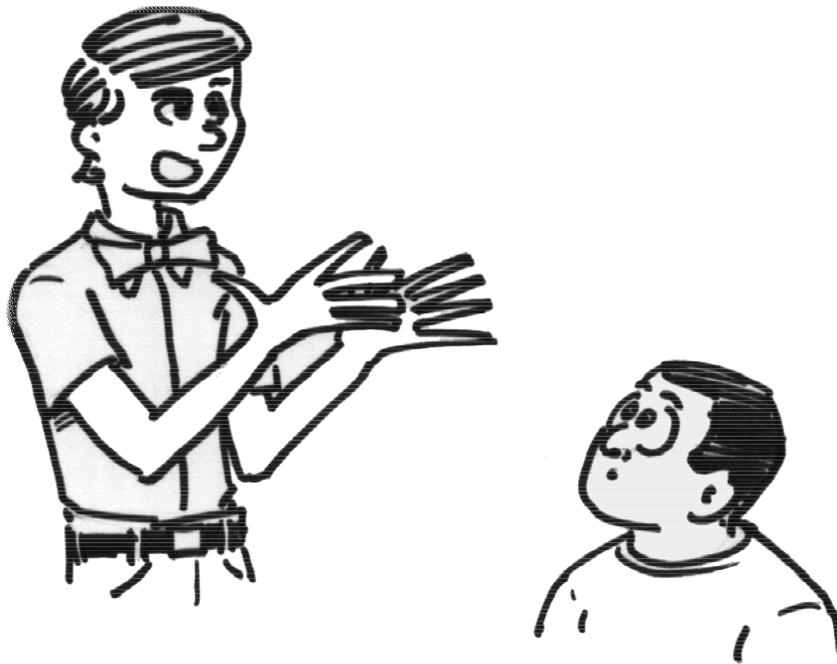


Teacher...

- models the four strategies using a sample passage with the whole class
- uses “think aloud” when modeling the strategies
- repeats process two to three days when first introducing CSR

Implementing CSR Instruction

Teaching the Strategies



Teacher...

- works with the whole class through a passage, paragraph by paragraph
- asks students to discuss their ideas with their neighbor
- asks some students to share their ideas with the whole class
- repeats process two to three days

Modeling & Teaching Strategies

Activity 2

Part I: Demonstration of “Think Aloud” by Presenter

- Previews the reading passage
- Reads 1st paragraph, using “Click and Clunk” and “Get the Gist” strategies

Whole
Group

Part II: Practice of Strategies by Participants

- Finish reading the passage
- Use “Click and Clunk” and “Get the Gist” strategies

Small
Group

Part III: Demonstration of Wrap Up by Presenter

- Generate questions
- Discuss review statements
- Ask participants to discuss “clunks” and the “gist” of paragraphs

Whole
Group

Implementing CSR Instruction

Teaching the Roles

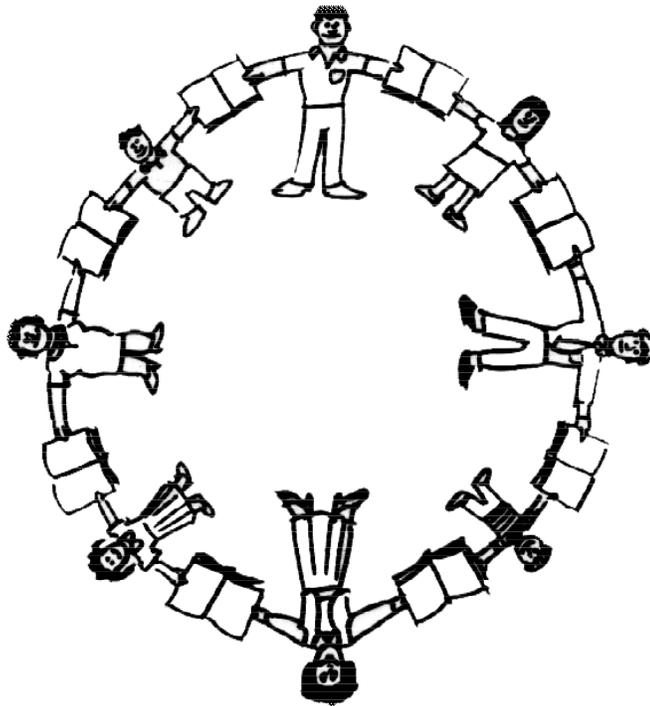


Teacher...

- assigns students to their groups
- assigns roles to students
- reviews role assignments using cue sheets
- prompts students to implement tasks for their roles
- repeats process two to three days

Implementing CSR Instruction

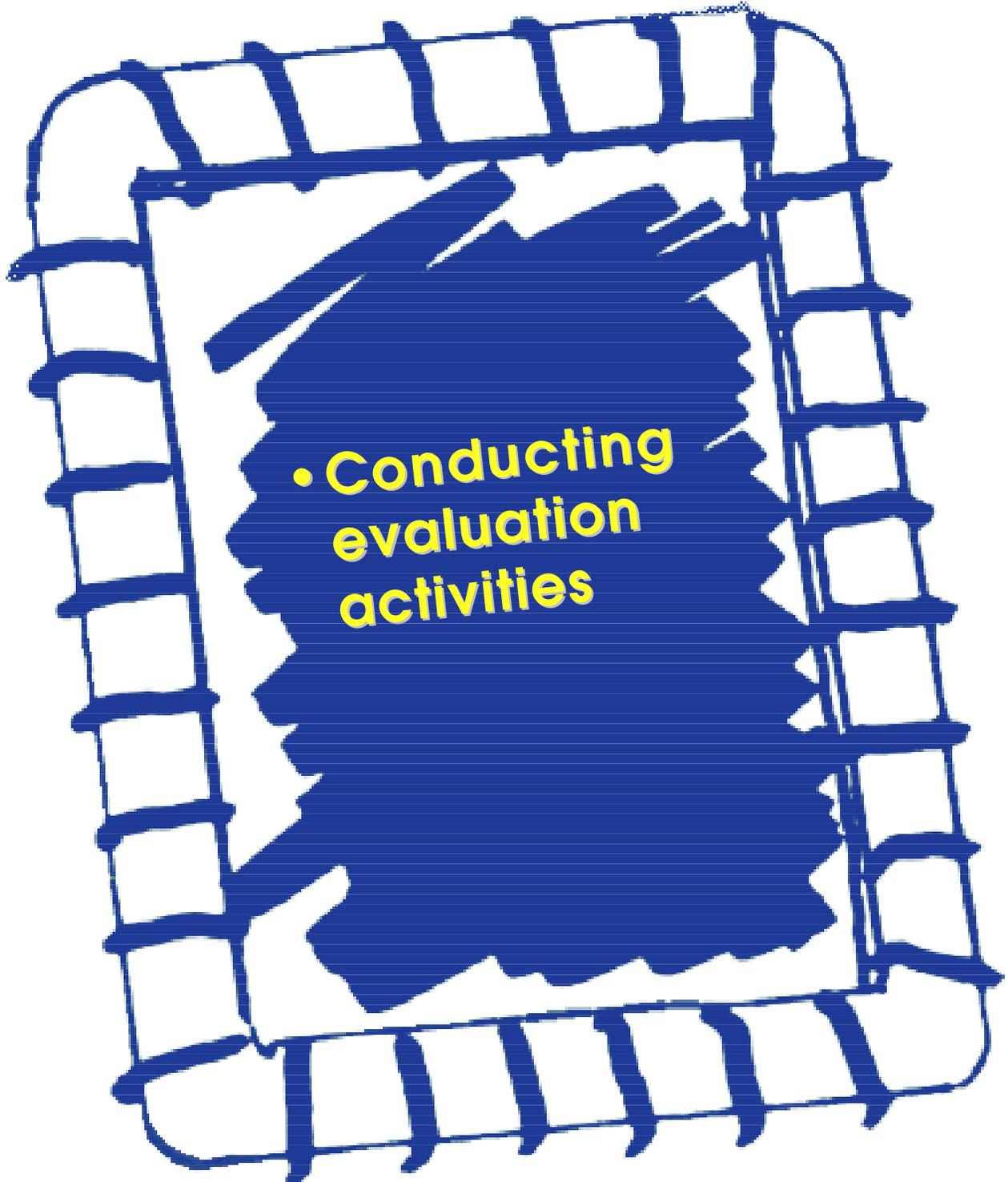
Monitoring Cooperative Learning Groups



Teacher...

- discusses rules for working cooperatively
- assigns the reading passage and has students begin CSR
- reminds students about role responsibilities
- circulates and provides assistance for behavior, “clunks”, “gists,” and so forth

Evaluating CSR Instruction



Evaluating CSR Instruction

*Provides follow-up activities to reinforce
and evaluate student learning.*



Example of follow-up activities:

- Quizzes from student-generated questions
- Essays
- Portfolios
- Presentations
- Visual representations



Student Success



**Instructional
Design
Adaptations**

**Behavioral
Support
Adaptations**

**Instructional/
Curricular
Adaptations**

**Positive Learning Community
and Access to the
General Education Curriculum**



Instructional Design Adaptations

Know Your Student



- **Plan for adaptations**
- **Access resources**
- **Collaborate**
- **Integrate technology**
- **Assess learning**
- **Monitor student progress**



Instructional Design Adaptations

Know Your Students

Plan for Adaptations



- Establish expectations
- Identify setting demands
- Consider needs of learners
- List adaptations and resources
- Develop and gather resources

Access Resources



- Use special materials
- Obtain special equipment
- Consult among special and general educators and specialists

Collaborate



- Focus on IEP and general education curriculum
- Agree on student's goals
- Share responsibilities
- Problem solve and provide support for each other

Instructional Design Adaptations

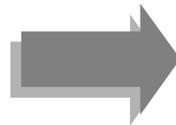
Know Your Students (cont.)

Integrate Technology



- Computer-assisted instruction
- Writing tools
- Communication devices
- Internet

Assess Learning



- Assess learning needs and levels
- Set goals

Monitor Student Progress



- Provide on-going monitoring
- Give frequent and immediate feedback

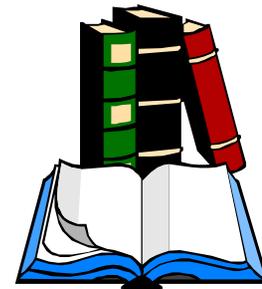
Instructional and Curricular Adaptations

Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning



Instructional and Curricular Adaptations

**Make Learning
Visible and
Explicit**



- Use modeling and “think alouds”
- Provide a written list of steps
- Have students self-monitor as they complete each step
- Support auditory information with visual and tactile cues

Instructional and Curricular Adaptations

**Provide Multiple Ways
To Demonstrate Learning**

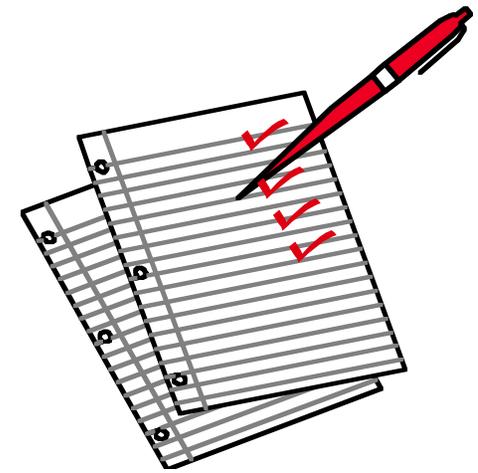


Examples:

- Advertisement
- News release
- Web or map
- Comic strip
- Collage
- Diorama

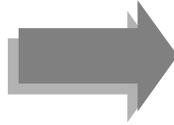
Strategies that increase appropriate student behaviors are:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors



Behavioral Support Adaptations

**Provide
Structure
and Be
Consistent**



- Arrange classroom environment
- Establish clear rules, routines, and expectations
- Inform students of consequences for positive and negative behaviors
- Provide cues for transitions or changes

**Use
Proactive
Teaching**



- Gain student's attention: visual, verbal, and tactile cues
- Prevent problem behavior rather than react:
 - Catch them when they're learning
 - Catch them being good
 - Identify reasons for problem behavior
 - Modify factors eliciting problem behavior

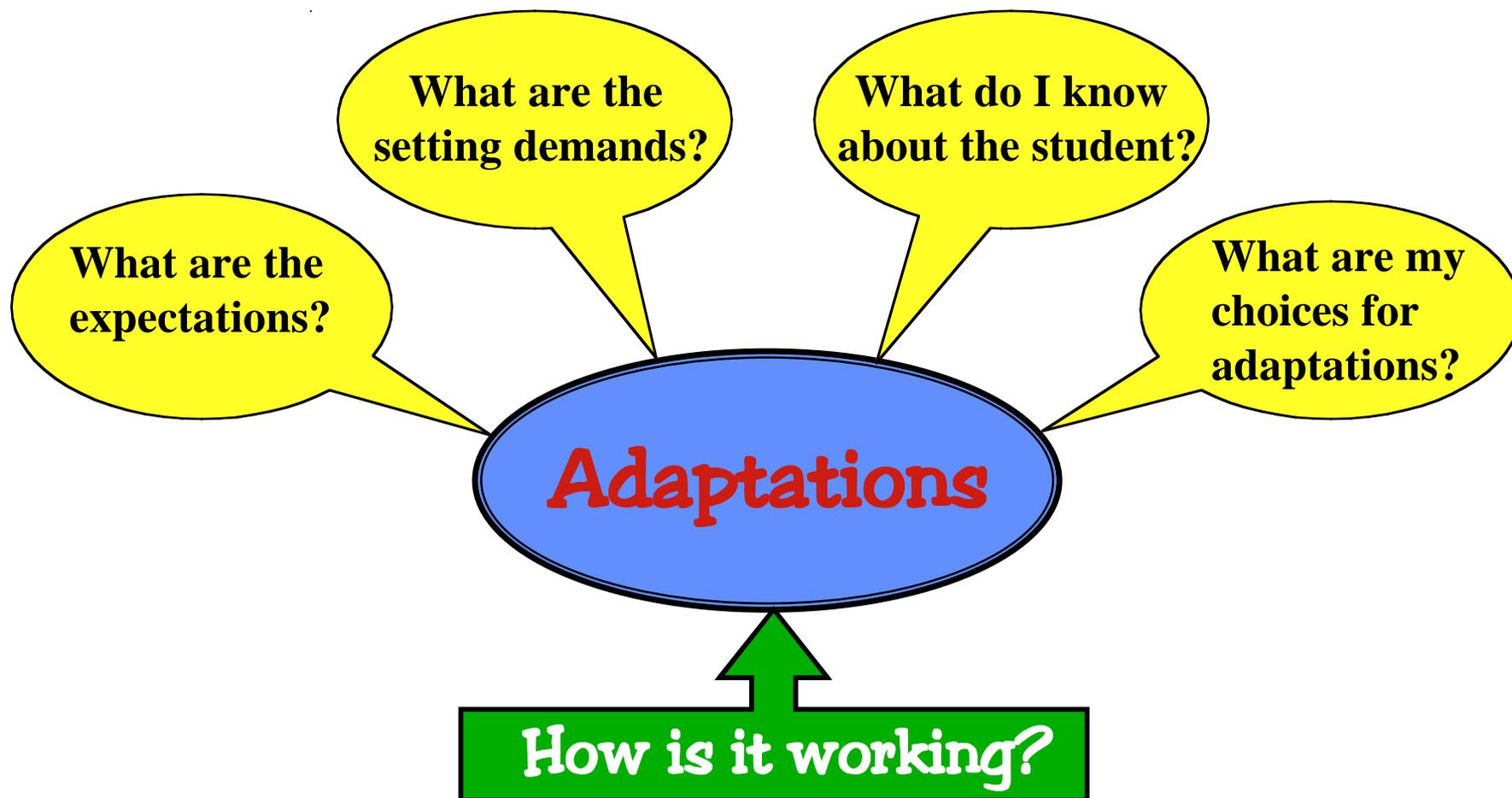
**Teach
Alternative
Behavior**

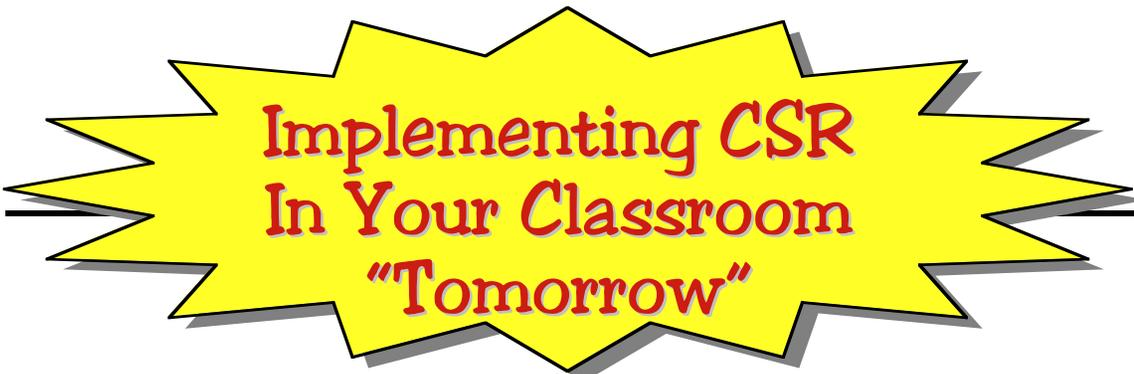


Teach and demonstrate to students:

- **Appropriate social and communication skills**
- **Self-monitoring strategies**

Success in the General Education Curriculum





Implementing CSR In Your Classroom "Tomorrow"

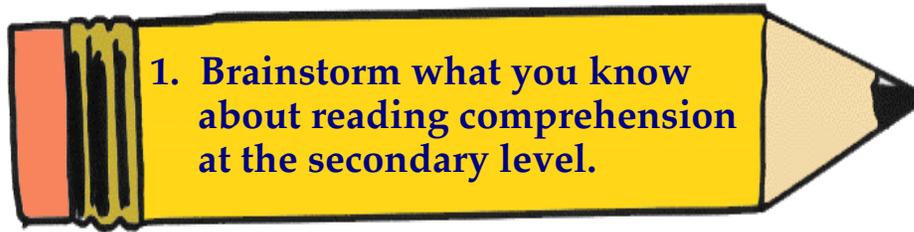
Activity 3

To implement CSR in your classroom, carefully consider the following questions. Record your answer in the "Implementing CSR in Your Classroom Tomorrow" answer sheet.:

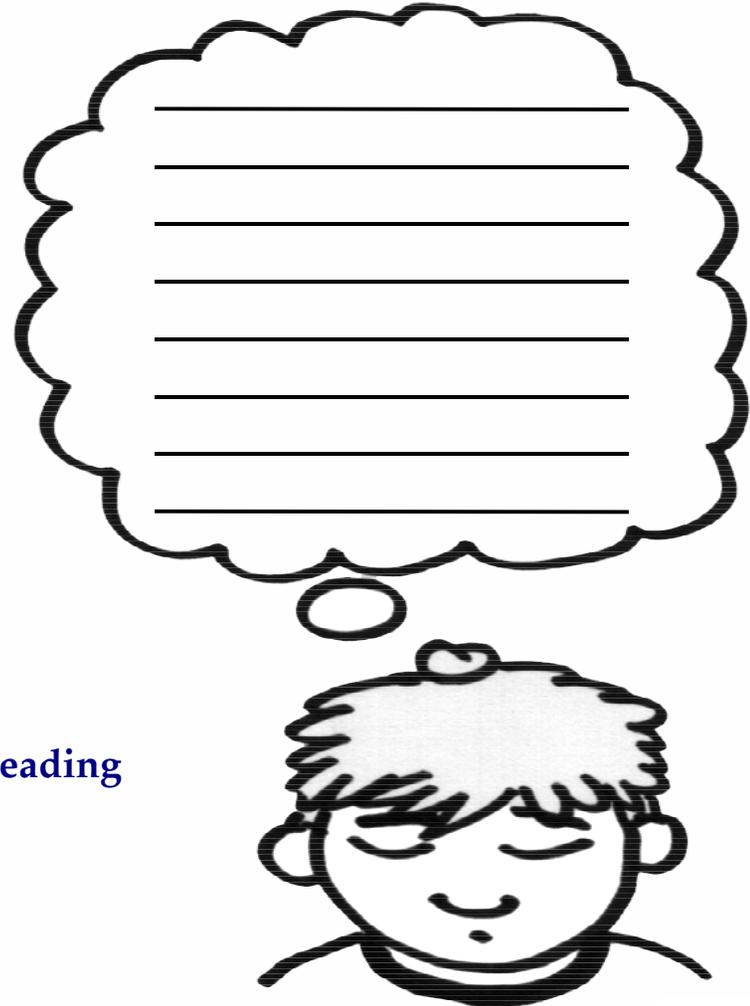
1. Which class will you use CSR with, and why would you choose that class?
2. What topic will be the focus of CSR?
3. What is your timeline for getting ready to implement CSR and for teaching the first lesson to your class?
4. Are you presently using Cooperative Learning groups? If not, how will you group students?
5. What preparations need to be completed before you begin? Materials? Instructional timeline for modeling and teaching?
6. How often do you hope to use CSR with your classes?
7. What are some of the problems you might anticipate using CSR, and how can you address those problems?
8. What are some ways you can evaluate student learning using CSR?

Reading Comprehension

Activity 1



2. In a small group, discuss your thoughts on reading comprehension.
3. Communicate your group's thoughts on reading comprehension with the larger group.





K-W-L Procedure

1. Students brainstorm everything they **Know** about a topic and then categorize their knowledge by listing it on a K-W-L chart under **What I Know**.
2. Students generate a list of questions about what they **Want to Know** and anticipate learning from reading the text and write these questions under **What I Want to Know**. Additional questions may be written as students read.
3. After reading, students summarize what they have **Learned** by listing the information under **What I Learned**.

K	W	L



Semantic Mapping

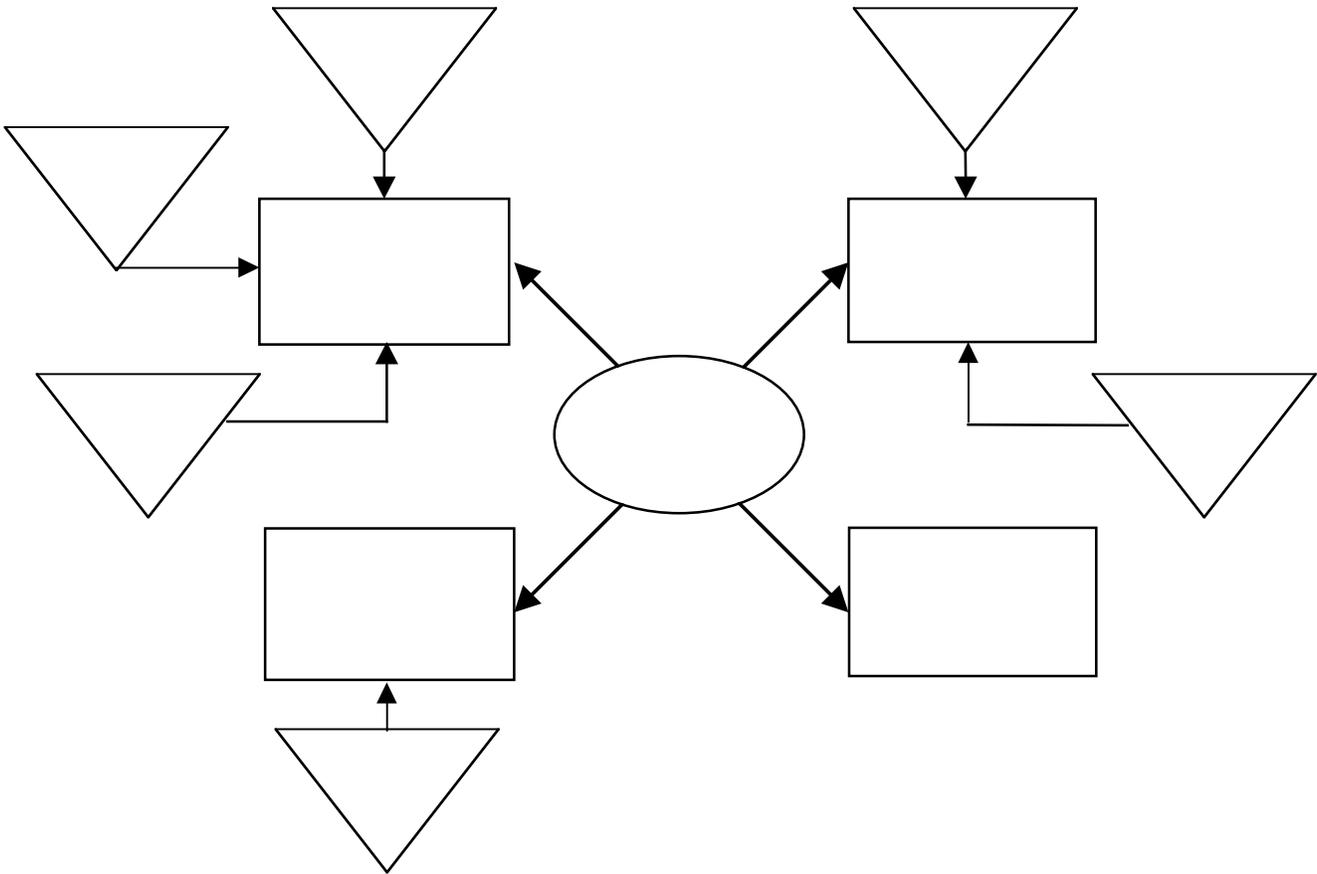
The basic idea is to place vocabulary words or terms into a graphic form with clusters of words that represent the way that semantic information is organized in one's memory. The main topic is at the center with the related concepts and words radiating outward from it.

1. Put the word on the chalkboard or overhead.
2. Ask students to think of other words that are related to or associated with the word.
3. Write these words and group them in broad categories.
4. Have students label each category.
5. Have students then produce their own map or graphic organizer for the word and the newly developed categories.
6. Conclude the session with a discussion of the vocabulary word, the related words, categories, and the interrelationships between these elements.

Semantic Feature Analysis

1. Present a grid or matrix: a set of related words is placed on one axis and a list of features (attributes) that each word may or may not have is placed on the other axis. Helps students to see the many dimensions of meaning that may be associated with a particular word and the relationships among key concepts or words.
2. Students insert + or - indicating whether the word has that feature or attribute. A plus (+) signals a positive relationship between a word and a feature or attribute. A minus (-) means a negative relationship or nonexistent feature or attribute.
3. Discussion throughout the procedure is a powerful factor that helps students process the in-depth meaning of and relationships between words.
4. In the beginning, it is helpful to show students a completed grid or matrix and discuss why + or - were inserted.
5. Later, a partially completed grid may be used without the pluses and minuses, and students are asked to insert them.
6. Then, students can add to a partial list of words and attributes before filling in the pluses and minuses.
7. Finally, students can create their own grids for sets of related words.

"Semantic Mapping" Expository Text



(Adapted from Bryant et al., 1999)



SEMANTIC FEATURE ANALYSIS

		+ HAS CHARACTERISTIC	- DOES NOT HAVE CHARACTERISTIC		
	CHARACTERISTICS OR FEATURES				
↓ VOCABULARY WORDS					



Keyword Method

Teach a **keyword** for each vocabulary word. A **keyword** is a word that sounds somewhat like a part of a new vocabulary word and can be easily pictured.

Step One:

Recode by thinking of a familiar, similar sounding word (keyword) for the new unfamiliar vocabulary word

New Unfamiliar Word:
Keyword:

I. Nomad
Nordic Track

II. Glacier
Glitter

Step Two:

Relate the keyword to the definition/meaning by forming a visual image or drawing a picture

- I. **Nordic Track:** Visualize a person walking on the exercise machine.
- II. **Glitter:** Visualize glitter shimmering on masks moving slowly in a Mardi Gras parade.

Step Three:

Retrieve by thinking back to the keyword and the visual image or picture.

I. Nomad

- First, think of keyword: "Nordic track."
- Then, think of person walking on the exercise machine.
- Finally, retrieve the definition: nomad means people moving from place to place searching for food.

II. Glacier

- First, think of keyword: "glitter."
- Then, think of glitter shimmering on masks moving slowly in a Mardi Gras parade.
- Finally, retrieve the definition: glacier means massive sheets of slowly moving ice.



Questions to Ask Before, During and After Reading:

Before:

1. What is my purpose for reading?
2. What do I already know about this topic?
3. What do I think I will learn about this topic?
4. What are my predictions?

During:

1. Does what I am reading make sense?
2. Is this what I expected? Should I revise my predictions or suspend judgment until later?
3. How are the important points related to one another? What parts are similar and/or different?
4. What can I do to increase my understanding? Should I read on, reread, or stop and use a fix-up strategy?

After:

1. What were the most important points?
2. Which sections support these points?
3. What is my opinion? How do I feel? Do I agree or disagree?
4. What new information did I learn?
5. Should I reread for better understanding? Are there other strategies that I should use?



Q - Matrix

Event Situation Choice Person Reason Means

Present	1. What Is?	2. Where/ When Is?	3. Which Is?	4. Who Is?	5. Why Is?	6. How Is?
Past	7. What Did?	8. Where/ When Did?	9. Which Did?	10. Who Did?	11. Why Did?	12. How Did?
Possibility	13. What Can?	14. Where/ When Can?	15. Which Can?	16. Who Can?	17. Why Can?	18. How Can?
Probability	19. What Would?	20. Where/ When Would?	21. Which Would?	22. Who Would?	23. Why Would?	24. How Would?
Prediction	25. What Will?	26. Where/ When Will?	27. Which Will?	28. Who Will?	29. Why Will?	30. How Will?
Imagination	31. What Might?	32. Where/ When Might?	33. Which Might?	34. Who Might?	35. Why Might?	36. How Might?



Suggestions for Adaptations

Presentation Techniques	Practice Techniques	Assignments/Tests
<ul style="list-style-type: none"> • Make learning visible and explicit • Use modeling • Use clear, simple directions • Adjust pacing • Highlight key information • Reduce amount of information/skills taught • Check frequently for understanding • Use study guides, semantic maps, graphic organizers • Activate background knowledge • Allow alternative ways to demonstrate learning 	<ul style="list-style-type: none"> • Use peer and cross-age tutoring • Use cooperative learning • Use games • Use manipulatives • Use more frequent practice on less information/skills • Use computer programs • Ensure mastery before moving onto next skill • Provide additional practice • Provide a variety of practice opportunities (e.g., manipulative, problem solving, explanations) 	<ul style="list-style-type: none"> • Reduce assignment/test (only what is necessary to demonstrate mastery) • Allow alternative ways to demonstrate learning • Use cooperative projects • Provide extra time • Divide projects into steps with students submitting and receiving feedback for each step • Use individual contract • Break assignments into smaller chunks, students complete one chunk, get feedback, and complete next chunk • Use alternative exam formats (e.g., oral exam, objective rather than essay)
Textbooks/Materials	Content	Behavior/Classroom Management
<ul style="list-style-type: none"> • Highlight key points/concepts • Provide books on tape with study guides • Reduce amount of reading • Use shared reading or peers to read to student • Provide study guides • Highlight directions • Use high interest/controlled vocabulary books • Use trade/textbooks written at various levels 	<ul style="list-style-type: none"> • Use task analysis to divide task into smaller steps • Identify and check to see if students have prerequisite skills • Teach the vocabulary of instruction (e.g., direction words) • Teach technical vocabulary • Relate concepts to each other using organizers such as semantic maps 	<ul style="list-style-type: none"> • Be consistent and provide structure • Establish clear rules, routines, and expectations • Inform students of consequences • Use logical consequences • Recognize and reinforce appropriate behavior and learning • Teach alternative behaviors for inappropriate behaviors • Check that work is at the students' instructional levels



Implementation Tips for Collaborative Strategic Reading (CSR)

Selecting Reading Samples

- Textbooks
- Textbook Supplements
- Authentic Materials (magazines for students)

Preparing CSR Materials

- Student Folders
- Learning Logs and Clunk Cards
- Cue Sheets for Student Roles
- Cooperative Group Checklists

Implementing Cooperative Learning Groups

- Keep the same groups for several weeks
- Review working in groups
- Reteach expectations
- Start with partners and slowly work up to groups
- Monitor, circulate, and reward correct behaviors

Teaching Cooperative Learning Roles

- Assign everyone a job
- Color-code cue sheets and job cards
- Have one person responsible for selecting and retrieving materials
- Have students practice their role for several weeks

Finding a Spot to Start CSR

- Preteach vocabulary in a passage
- Introduce a topic
- Read a portion or all of a lesson
- Use current events

Starting Early

- Start at the beginning of the year
- Model CSR during the first reading assignment
- Provide whole group practice before CL groups

Timing is the Key: You Be the Judge

- 20 to 40 minutes of classtime
- 2 to 3 times weekly
- Once weekly for test/quiz preparation

Evaluating with Follow Up Activities

- Clunk Chains
- Graphic Organizers
- Venn Diagrams
- 5 W's
- Semantic Webs

Source: These implementation tips are from Johnnie Harris and Susan Diebol who implemented Partner Reading with their 6th grade students at Webb Middle School in Austin.



Handout
Use with
OH #22a

High-Interest/Controlled-Vocabulary Materials

Publishing Companies/Books

<u>Academic Communication Associates</u>	888-758-9558
<u>Narrative:</u> classics	
<u>BMI</u>	800-222-8100
<u>Narrative:</u> classics, adventures, mysteries	
<u>Expository:</u> biographies	
<u>Capstone Press</u>	888-574-6711
<u>Narrative:</u> classics, adventures, mysteries	
<u>Expository:</u> biographies, family, communities, native peoples, states, wildlife, galaxies, countries, ethnic holidays, space, extreme sports, military, history	
<u>Carson-Dellosa</u>	800-321-0943
<u>Narrative:</u> adventures, mysteries	
<u>Expository:</u> biographies	
<u>Curriculum Associates</u>	800-225-0248
<u>Expository:</u> nature, animals, sports	
<u>Educational Design</u>	800-221-9372
<u>Narrative:</u> action	
<u>Expository:</u> biographies, multicultural, world events	
<u>Educators Publishing Service</u>	800-435-7728
<u>Narrative:</u> sports	
<u>Expository:</u> biographies, multicultural, world events, history	

Globe Fearon

800-872-8893

Narrative: classics, action, science fiction, suspense, adventures, mysteries

Expository: biographies, multicultural, world events, family, communities, native peoples, states, wildlife, galaxies, countries, ethnic holidays, space, extreme sports, military, history

High Noon Books

800-422-7249

Narrative: classics, adventures, mysteries, athletes

Expository: natural disasters, biographies

Incentives for Learning

888-238-2379

Narrative: personal challenges, thrillers, adventures, mysteries, athletes, classics

Expository: holidays, biographies

Michigan Products Incorporated

800-444-1773

Expository: health and fitness, finance, history, sports and leisure, jobs, general science

National Reading Styles Institute

800-331-3117

Expository: sports figures

New Readers Press

800-448-8878

Expository: heros, bibliographies, friendships

News for You

800-448-8878

Narrative: national and international articles and essays

Expository: national and international news

PCI Educational Publishing

800-594-4263

Narrative: adventures, mysteries, classics, short stories

Expository: heros, escapes, disasters, body science, US history, drivers education, job search



Phoenix Learning Resources 800-221-1274

Narrative: classics, art, poetry

Expository: life science, earth science, physical science

Remedia 800-826-4740

Expository: the solar system, biographies,
insects, animals, inventors

Rigby 800-822-8661

Expository: journeys, survival, adventure, animals

Steck-Vaughn 800-531-5015

Narrative: classics

Expository: geography, challenges, adventures, rescues,
national disasters, foreign nations, entertainers, health

Sundance 800-343-8204

Narrative: classics, adventure, science fiction, thrillers,
mystery, sports

Expository: ships, animal attacks, biographies

Publishing Companies/Magazines

National Geographic 800-638-4077

National Wildlife Federation 800-611-1599

Smithsonian Institute 800-827-0227

Publishing Companies/Newspapers

Austin American Statesman Educational Services 512-445-3590



Clunk Card # 1

Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.

Clunk Card # 2

Reread the sentence without the word. Think about what would make sense.

Clunk Card # 3

Look for a prefix or suffix in the word that might help.

Clunk Card # 4

Break the word apart and look for smaller words.



Revised Clunk Cards

Clunk Card # 1

Re-read the sentence.

Clunk Card # 2

Re-read the sentence and take out the clunk.

Clunk Card # 3

Read the sentences before and after the clunk.

Clunk Card # 4

Look at the prefix, suffix, and root word.



Prefixes

ante-	before, front	antechamber
anti-	against	bicycle
co-	with, together	coworker
de-	down, remove, reduce do the opposite	dethrone, devalue, deactivate
dis-	opposite	distrust, distaste
en-	to cover, to cause to be	encompass, enslave
ex-	former, from	expatriate
hyper-	above, more, excessive	hyperactive, hyperventilate
hypo-	below, less	hypoactive
im-	not, in, into	impatient, implant
in-	not, in, into	incomplete, inclusion
inter-	between, together	interact
ir-	not, into	irreversible
mis-	wrong	miscalculate
non-	not	nonstop
out-	beyond, exceeds	outlast, outside
pre-	before, in front of	preface, precaution
pro-	before, in front of,	proactive
re-	again, backward motion	rewind
semi-	half	semifinalist
sub-	under, less than	subtitle
super-	above, superior	superliner
trans-	across, beyond	transcontinental
un-	not	unlucky, unclear

Suffixes

-able	capable of, tendency to	dependable
-age	result of action or place	breakage
-al	pertaining to	personal
-ance	changing an action to a state	hindrance
-ation	changing an action to a state	determination
-ant	one who (occupation)	accountant
-en	noting action from an adjective	harden, loosen
-ence	changing an action to a state	dependence,
-er	notes occupation	lawyer, writer,
-ful	full of	bountiful, joyful
-fy	to make	identify
-ible	capable of, tendency to	collectible
-ish	belonging to, characteristic of	greenish
-ist	one who (occupation)	artist
-ive	changes action to characteristic or tendency	creative
-less	unable to, without	harmless, thoughtless
-ly	denotes adverbs	loudly, friendly
-ment	result of an action (noun) excitement	entertainment,
-ness	quality, state of being	happiness, deafness
-or	notes occupation or person	actor
-ous	full of, having	victorious, harmonious
-some	quality or state	bothersome
-tion	changing an action to a state	confusion
-ward	turning to	homeward,
-y	characterized by, inclined to	dirty, sleepy



Handout
Use with
OH #24, 43

Learning Log

Name _____ Date _____

Predict: What do you think you will learn by reading this passage?

<p>Clunks: Please list your Clunks</p>	<p>The Gist: Write the Gist of the section you read.</p>
---	---

Wrap Up:
What was the entire passage about?

Questions:
Please write questions you may have for your classmates.



CSR LEADER'S CUE SHEET

BEFORE READING	DURING READING	AFTER READING
<p><u>PREVIEW:</u></p> <p>S: We know that today's topic is _____.</p> <p>S: Let's brainstorm and write everything we already know about the topic in our Learning Logs.</p> <p>S: Announcer, please call on people to share their best ideas.</p> <p>S: Now let's predict and write everything we think we might learn about from reading today.</p> <p>S: Announcer, please call on people to share their best ideas.</p>	<p><u>READ:</u></p> <p>S: Who would like to read the next section? Announcer, please call on someone to read.</p> <p><u>CLICK AND CLUNK:</u></p> <p>S: Did everyone understand what we read? If you did not, please write your clunks in your learning log.</p> <p>S: (if someone has a clunk): Announcer, please call on someone to say their clunk.</p> <p>S: (if someone has a clunk): Clunk Expert, please help us out.</p> <p><u>GET THE GIST:</u></p> <p>S: What is the most important idea we have learned about the topic so far? Everyone think of the gist.</p> <p>S: Announcer, please call on someone to share their answer.</p> <p>S: Does everyone agree with that idea?</p> <p>S: Now we will go around the group and each say the gist in our own words.</p> <p>GO BACK AND DO ALL OF THE STEPS ON THIS PAGE OVER EACH SECTION</p>	<p><u>WRAP UP:</u></p> <p>S: Now let's think of some questions to check if we really understood what we read. Everyone write your questions in your Learning Log.</p> <p>Remember to start your questions with who, when, what, where, why, or how.</p> <p>S: Announcer, please call on people to share their best questions.</p> <p>S: In our Learning Logs, let's write down as many statements as we can about what we learned.</p> <p><u>COMPLIMENTS AND SUGGESTIONS:</u></p> <p>S: The Encourager has been watching carefully and will now tell us two things we did really well as a group today.</p> <p>S: Is there anything anyone can think of that would help us do even better next time?</p>



A Plan for Strategic Reading

Prior to Reading:

1. Preview

- a. **Brainstorm:** What do we already know about the topic?
- b. **Predict:** What do we think we will find out when we read the passage?

READ (the first paragraph or section)

After Reading:

4. Wrap Up

- a. **Ask questions:** What questions would show we understand the most important information?
- b. **Review:** What did we learn?

During Reading:

2. Click and Clunk

- a. Were there any parts that were hard to understand (clunks)?
- b. How can we fix the clunks?

3. Get the Gist

- a. What is the most important *who* or *what*?
- b. What is the most important idea about the *who* or *what*?

READ



Get the "Best Gist"

Civil vs. Criminal Law:

In the United States there are two kinds of laws. One is known as civil law and the other is called criminal law. They differ in several ways. Civil law tends to effect private areas such as birth, death, divorce, licensure, accidents, and business contracts. The penalty for civil disobedience is usually a fine.

Criminal laws deal with a violation of a public law that forbids the act. There are two main kinds of criminal law: felonies, which are the most serious offences and misdemeanors, which are more minor criminal offences. Examples of areas covered in felony criminal law could be murder, rape, or burglary. The punishment for breaking criminal laws is usually imprisonment and sometimes, in addition, a fine.

(Gist is ten words or less.)

Modeling & Teaching Strategies

Activity 2

Part I: Demonstration of "Think Aloud" by Presenter

- Previews the reading passage
- Reads 1st paragraph, using "Click and Clunk" and "Get the Gist" strategies

Whole
Group

Part II: Practice of Strategies by Participants

- Finish reading the passage
- Use "Click and Clunk" and "Get the Gist" strategies

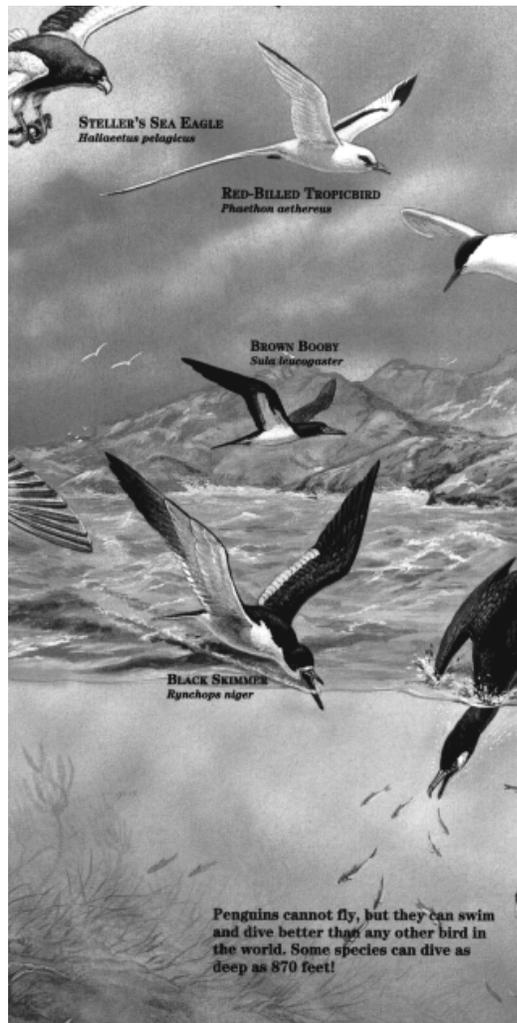
Small
Group

Part III: Demonstration of Wrap Up by Presenter

- Generate questions
- Discuss review statements
- Ask participants to discuss "clunks" and the "gist" of paragraphs

Whole
Group

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 and diverse birds have adapted to life on the world's vast oceans.

Most of the 8,600 species of birds worldwide spend their lives in the air and on land. Only 260 or so of those species live in the air and on the sea. The differing habitats of deserts, mountains, and tropics are obvious for birds that are at home on land. But the sea is subtle. It may look like endless, unchanging ocean, but it offers a variety of habitats. Seabirds live in polar waters, equatorial waters, areas of cold water currents, upwellings, and other places where the water is turbulent and they find the most food. Fish feed in these areas because the turbulence, or motion of water, stirs the nutritive brew that promotes a rich growth of plankton. Fish feed on plankton, and seabirds eat a lot of fish.

Seabirds share a life at sea, but they have adapted to it in widely different ways. Some fly for months at a time, others can't fly at all. Some come ashore only to nest, others come ashore each night to roost. Most have waterproof plumage, some do not. None walk well because they are not adapted to life on land.

One particularly skilled seabird can't even swim! The frigatebird can only fly and perch, but its acrobatics in the air win it all the food it wants. It is an aerial pirate, chasing, attacking, and stealing food from other birds. It gets its name from the frigates or man-o'-war ships sailed by pirates.

Life at sea seems healthy for the specially adapted seabirds. They have far longer lifespans than most birds. Depending on the species, seabirds can live to be 30, 40, or 50 years old. Only since people began to invade their remote islands and introduce predators, have some seabirds become endangered.

Source: Wildlife Education, Ltd., ZOOBOOKS 12(7), April 1995.
9820 Willow Creek Road, Suite 300, San Diego, Ca. 92131.



- Vignette 1 -
Enhancing Reading Comprehension for Secondary Students:
Collaborative Strategic Reading

TEKS:

(6.10; 7.10; 8.10) Reading / comprehension
(6.6; 7.6; 8.6) Reading / word identification
(6.9; 7.9; 8.9) Reading / vocabulary development
(6.11; 7.11; 8.11) Reading / literacy response

Context:

Collaborative Strategic Reading (CSR) was a favorite reading comprehension strategy for sixth grade teachers and students at Webb Middle School in Austin. The CSR strategy was implemented by Grace Brewster, Johnnie Harris, Jeff Roberts, and LaMetra Williams over a period of four months during the 1997-1998 school year. Teachers worked together as a team incorporating the CSR strategies into content areas including: social studies, science, and language arts.

Designing Instruction-Getting Ready:

CSR requires approximately 40 minutes to an hour to implement. It can be used in content area classes two to four times a week depending on the content being studied and how the teacher chooses to have students interact with the material. CSR is designed to be used with expository text found in social studies, science, or other content area textbooks. Additionally, "authentic" reading materials such as the Weekly Reader and Scholastic Magazine can be used with CSR. Students need: (1) individual copies of reading materials, (2) CSR Cue Sheets that outline group roles to be followed in cooperative learning groups, and (3) Learning Logs to help students keep track of their vocabulary words and comprehension summaries.

Implementing the Instruction-The Lesson:

I am teaching a social studies unit on ancient world cultures over a two week period. I am using the CSR strategies to help students read and understand material about ancient world cultures. Through reading and group discussions, students develop a better understanding of the content discussed in their textbook.

Before we begin the day's lesson, I remind the class briefly about the CSR cooperative learning roles. I have used cooperative learning with my students all year so they understand the purpose of working in groups and the importance of completing the responsibilities assigned to their role. We have discussed appropriate cooperative learning behaviors all year and the expectation for implementing the behaviors in group work. To begin, I review the CSR strategies (preview, click and clunk, get the gist, wrap up) for about five minutes and reinforce the importance of good reading comprehension skills when reading social studies materials.

My students are assigned to groups of six. Each person in the group has a role. In group #1, Donny is the 'leader' today. He will lead his group in discussing the reading material and using the CSR strategies. Leroy is the 'clunk expert.' His role is to remind the group about the ways to figure out a difficult word or concept (clunks). Fely, the 'announcer,' calls on different people to read or share their ideas. She also makes sure that everyone is participating and not speaking at the same time. Andres is the 'encourager.' He is responsible for praising all members for their cooperation and behaviors. Carla is the 'reporter.' She will speak to the class about her group's findings during the 'wrap up.' She will also share any favorite questions or comments with the class. Mary is the 'time keeper.' She tells her group when it is time to move on to other CSR strategies. She makes sure that her group stays on task according to the time allotted during the class period.

Each group has the leader pick up folders with the materials needed to complete the assignment. Donny gives each person the materials they are responsible for according to their roles. He has a 'CSR leader's cue sheet' for himself. He hands everyone a 'learning log' and asks everyone to open their textbooks to page 134 to a passage titled, Ancient Civilizations in Latin and Central America.

As I look around the room, all groups are 'previewing' the passage. They brainstorm what they already know about ancient civilizations. Then, they examine the reading passage to find clues that help them make predictions about the content of the reading. In group #1, Fely, the announcer, calls on people to share their best ideas.

Mary is called on, "Well I think that there were ancient civilizations who lived in Peru and Columbia because the pictures on these pages are of people in Peru and Columbia." "Yea, and Mexico too because there is a word in bold that says Mexico," replies Carla.

Fely now calls on group members to read. Students take turns reading a paragraph. They click along (understanding the material) but when they come to a clunk (word or sentence they don't understand) the clunk expert helps out. While they are reading there are a few clunks that I observe all group members writing down. Donny raises his hand and has a question for me. "We still can't figure out this word. It has come up twice and we think it is maybe a name."

“Maya” is the word that the group is stuck on; this is a clunk. They know that this word and other words that are boldfaced will give them hints about the main ideas of the reading passage.

“Wait, that’s my job. I’m the clunk expert,” says Leroy. “Does anyone know how to figure out this word?” Leroy goes through the clunk fix-up strategies with the group to try to figure out the meaning of the word.

The group works through the fix-up strategies and Carla says, “Oh, that is what ‘Maya’ means; it’s the name of a bunch of people. They were an ancient civilization in Mexico. And those pictures are of their ceramics and crafts. See, do you guys understand?” “Right,” Leroy says. “If the people from Peru are called ‘Incas,’ then the people from Mexico are called ‘Aztec’ and ‘Mayas.’ So ‘Maya’ is just the name of the ancient civilization.”

Mary reminds everyone that they can write a good gist now that they understand the vocabulary better. All members of group #1 write the word ‘MAYA’ down on their learning log. After a paragraph is read, students work together on getting the gist and writing it down on their log. Mary tells her group they have to move on and think hard so that they have time to discuss the gist and do a wrap up.

I walk around the room and monitor other groups’ progress. All groups are reading, writing, and discussing the passage.

Everyone in the group thinks of a gist after they read each paragraph or section. I find this particularly useful because students have to summarize the information by finding the main idea and putting into their own words the most important information in the paragraph or section. It helps them add on to previous ideas because they are using critical thinking skills throughout the entire lesson.

Students in group #1 generate the following gists after reading the paragraphs:

“People still study the artifacts and languages from ancient civilizations.”

“Some people today still speak Mayan, an ancient language.”

“Ancient civilizations had a lot of gold and arts and crafts.”

“The Inca, the Aztec, and the Maya are part of Hispanic history.”

Now the students move to the next CSR strategy: ‘wrap up.’ They know that they need to come up with questions about their reading. The students like to use “who,” “what,” “where,” “why,” “when,” and “how” to figure out questions.

Group #1 wants to share their 'wrap up' questions and answers with me. They are excited about their work, and I am pleased with their ability to work together as a group, follow directions, and generate stimulating ideas from the passage. I find that CSR helps students participate, regardless of their individual reading levels.

I remind my students to identify questions that they think I would ask on a test. Often their questions are so good, I use some of them on the test. Group #1 showed me the following wrap up questions that their group came up with:

- "Where can you find artifacts from ancient civilizations today?"
- "What are some of the indigenous languages from ancient civilizations?"
- "Where did Central American Indians live?"
- "What did people who lived in ancient civilizations do for fun and eat for dinner?"
- "Are there still members of the Incas and the Mayas living today?"
- "How would an ancient civilization fit into society today?"

The encourager, Andres, tells everyone that they worked well together as a team. The groups are eager to share their favorite questions with the whole class.

I have grown very fond of this strategy because it is helping so many of my students. I feel confident that all of them learned something about ancient world cultures today. CSR enables me to see first hand that students are learning new vocabulary words and using their new vocabulary words in a sentence. When the students 'get the gist' of the individual paragraphs, I am able to conclude that the students are understanding new and important information from their social studies textbook. It is not often that I find a strategy that is so beneficial for most of the students in my class.

Evaluating the Lesson:

At the end of the week, I collect all the 'learning logs.' I look to see if there are any similarities in the vocabulary that is difficult for the students (clunks). If certain words continually come up, I conduct more formal class vocabulary lessons with these words. I have found that 'learning logs' are a good way for me to evaluate learning, and they are superb study guides for the students.



- Vignette 2 -
Enhancing Reading Comprehension for Secondary Students:
Collaborative Strategic Reading

TEKS:

(6.10; 7.10; 8.10) Reading/comprehension
(6.6; 7.6; 8.6) Reading / word identification
(6.9; 7.9; 8.9) Reading/vocabulary development
(6.11; 7.11; 8.11) Reading/literacy response

Context:

CSR was a favorite reading comprehension strategy for sixth grade teachers and students at Webb Middle School in Austin. The CSR strategy was implemented by Grace Brewster, Johnnie Harris, Jeff Roberts, and LaMetra Williams over a period of four months during the 1997-1998 school year. Teachers worked together as a team incorporating the CRS strategies into content areas including: social studies, science, and language arts.

Designing Instruction: Getting Ready:

CSR requires approximately 40 minutes to an hour to implement. It can be used in content area classes two to four times a week depending on the content being studied and how the teacher chooses to have students interact with the material. CSR is designed to be used with expository text found in social studies, science, or other content area textbooks. Additionally, "authentic" reading materials such as the Weekly Reader and Scholastic Magazine can be used with CSR. Students need: (1) individual copies of reading materials, (2) CSR Cue Sheets that outline group roles to be followed in cooperative learning groups, and (3) Learning Logs to keep track of their vocabulary words and comprehension summaries.

Implementing the Instruction--The Lesson:

I am the History teacher. This week we began our unit on Greece and Greek Myths. To introduce this unit, I am using the CSR strategies to generate interest and aid students with their reading comprehension.

I have copied an article for the lesson I found in our school library. Students in my class have their own CSR folders. Before the students enter the room, I have their folders on their desks so they are ready to learn as soon as they come into the classroom.

Students' roles are assigned and everyone has a responsibility. This is one of the components of CSR that I find to be most helpful. It has been my experience that students tend to pay attention to the lesson and learn more when they have ownership and are involved in group activities.

I always start CSR by reminding the students about the CSR roles (Leader, Clunk Expert, Announcer, Encourager, Reporter, Time Keeper) and discuss the importance of cooperative learning. I also briefly review the CSR strategies (preview, click and clunk, get the gist, wrap up). Once I am finished reviewing the strategies, the students begin previewing the article.

I tell the students that previewing the article is just like going to the movies and seeing a movie preview. My students enjoy this analogy. They are much more inclined to look through their reading materials for cues as a result of being taught the preview strategy from CSR.

After the students preview the text, I observe groups of students taking turns, reading passages, and discussing the article. Most students have just finished reading information about the Greek myth of Prometheus. The article explains that the myth of Prometheus was a favorite among the Greeks. It emphasizes that to the Greeks, Prometheus was a great hero.

The article implies that to the Greeks the men in other countries were all barbarians and that the Greeks thought of themselves as very different from barbarians. The Greeks felt they were special. They felt like men who had been given the gift of Prometheus.

As I walk around the room, I hear all kinds of thought-provoking questions being asked:

“What does barbarian mean?”

“Was Prometheus a person?”

“Where is Greece?”

“Why did the Greeks think they were very special?”

The group discussions initiated by the students seem to help them figure out meaningful information on their own. I have often been surprised by the stimulating conversations I hear as I walk around the room.

Students continue to take turns reading, discovering new vocabulary, and discussing the article. Every so often, a student gets caught on a ‘clunk.’ This is where they find a word that is either new or difficult, and they use the clunk strategies to help them discover the meaning. ‘Clunks’ are written down on ‘learning logs’ and students use clues from the paragraph they are reading or previous paragraphs to help them figure out the word. The ‘clunk expert’ also has ‘cue cards’ that offer students a variety of ways to figure out the ‘clunks.’ The ‘learning logs’ have been excellent vocabulary study guides for the students. We have often referred back to them to generate unit vocabulary lists that we post around the room.

Once they have finished reading the paragraphs they have read, they 'get the gist.' This involves every member of the group thinking of the most important idea from the topic that has been learned and summarizing it or restating it in their own words.

Then, the groups conduct a 'wrap up.' 'Wrap up' is where the students put all of their gists and discoveries together and give an overall group summary of the article. Most groups have very different wrap ups. This reflects the diversity and individuality of my students. By the end of the class, my students are yearning for more Greek history. 'Wrap Up' questions include:

- "Would it be easier for the Greeks to travel by land or by sea?"
- "Is Greece mostly covered by mountains or lowlands?"
- "What does Greece have to do with the Olympics?"
- "Why was the sea such an important part of Greek myths?"
- "What other countries have a Mediterranean climate?"

In this class, it is very apparent that learning is taking place. All students are working together in cooperative groups; students are referring to their 'learning logs' for information when they talk to each other about the article; and 'wrap up' questions are interesting as well as relevant to the article the students just read.

It gives me great pleasure when students discover interests in areas that they never would have thought would be fun to learn. After the CSR introduction, I had to promise my students that we would talk more about Greece and Greek gods tomorrow.

Evaluating the Lesson:

I evaluate student learning throughout the period by looking at individual 'learning logs' and listening to group discussions. Sometimes, I ask individual group members to report the 'clunks' from their group. I usually give a quiz when I finish a reading or a group of readings that focus on the same subject. I develop my vocabulary questions and comprehension questions directly from the 'learning logs.' This motivates students to come up with exciting comprehension questions because they want to get their words and questions on the quiz.



Related Service Personnel

Specialist	Possible duties
Speech Language Pathologist	Helps students with speech and language disorders; conducts speech and language evaluation.
Vision Educator	Assesses student's visual skills to determine eligibility; procures adaptive material; trains students in specific adaptive skills; provides teacher, agency, parent consultation/ coordination.
Audiologist	Assesses hearing loss and auditory problems; provides auditory training; supports assistive technology.
Licensed Physical Therapist (LPT) Licensed Physical Therapist Aides (LPT Aides)	Implements postural and gross motor interventions.
Occupational Therapist	Directs activities that improve fine motor muscular control and develop self-help skills.
School Psychologist	Evaluates individual student learning abilities; provides behavioral interventions.
Rehabilitation Counselor	Facilitates transition planning and evaluation of older students; specializes in the assessment of work potential and training needs of students.
Nurse	Coordinates medical screening; provides for medical needs (e.g., medication).
Social Worker	Collects information from the family; provides social and educational histories; conducts case studies.
Behavior Specialist	Designs behavior interventions; conducts functional assessments.
Orientation and Mobility Specialist (O&M)	Teaches students with visually impairments the skills needed to travel safely, efficiently, and independently.
Deaf/ Hard-of-Hearing Educator	Assesses impact of hearing loss on progress in the curriculum; procures and adapts materials to accommodate language level; provides direct instruction to hard-of-hearing students, and to other educators in strategies for communication and adapting curriculum.
Inclusion Teacher	Provides instruction to and supports students with special needs in general education classrooms using co-teaching and/or consultation.
Transition Specialist/Job Developer	Facilitates transitioning students with special needs from school-to-work or post-secondary setting; provides job training.
504 Coordinator	Coordinates and monitors 504 plans developed under Vocational Rehabilitation Act of 1974.



Assistive Technology Devices

LISTED ITEMS
Cassette recorders
Audio taped instructions or books
Pencil grips
NCR paper/Copy machine
Adaptive switches
Head pointers
Picture boards
Optical character recognition software/scanner
Voice recognition software and peripherals
Speech synthesizers
Word processors with spelling and grammar checking
Augmentative communication devices
Alternative keyboards
Instructional software
Word prediction programs
Calculator
Spellcheckers
FM systems and hearing aids
Magnifying devices

**Implementing CSR
In Your Classroom
"Tomorrow"**

Activity 3

Use this chart to answer questions about how you would implement CSR in your classroom.



1. Class	
2. Topic	
3. Starting Date	
4. Grouping	
5. Materials Instructional Timeline	
6. Frequency	
7. Problem/Solutions	
8. Evaluation	

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