

# Book Study

Prepared by the  
Kansas Multi-Tier System of Supports (MTSS) Project

## ***Collaborative Strategic Reading: Strategies for Improving Comprehension***

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(Sopris West, 2001)

### **Book Description**

Collaborative Strategic Reading (CSR) teaches students with varied ability levels four specific comprehension strategies while working cooperatively. Student strategies includes previewing the text; giving ongoing feedback by deciding “click” (I get it) or “clunk” (I don’t get it) at the end of each paragraph; getting the “gist” of the most important parts of the text; and “wrapping up” key ideas. It provides step-by-step instructions, lesson plans, sample teacher-to-student dialogues, whole class activities and reproducibles.

### **Target Audience:**

While this book is geared for third through eighth grade general education classrooms, it can be used as an intervention tool for grades nine through twelve, especially if you are looking for a Tier 1 reading strategy to be used across the curriculum by all teachers.

## Chapter 1: Introduction to Collaborative Strategic Reading

### Overview

This chapter provides an overview of Collaborative Strategic Reading (CSR). It will give an introduction on how students learn to implement the preview strategy before reading, a self-monitoring strategy called “Click and Clunk”, a strategy while reading called “Getting the Gist” and the “Wrap Up” strategy after students are finished reading. This chapter will give reasons why it is beneficial to teach CSR and the research that supports this format. The chapter ends with a quick section on how the rest of the book is organized.

### Helpful Hints

As you read the overview chapter, think of the purpose and the critical components of each of the four comprehension strategies in the CSR plan. Also, allow extra time for groups to re-teach the CSR strategies in a creative way.

### Discussion Questions

1. What comprehension strategies are currently being taught in classrooms and/or school wide? Are they being taught explicitly? Does your staff have specific comprehension strategies in place for struggling readers?
2. Discuss how your students are doing with comprehending expository text according to your school data. Is this an area of concern for all students or subgroups of students?
3. Divide up into 4 groups. Have each group come up with a creative way (using visual, kinesthetic, and auditory modes) to teach the four steps in the CSR’s Plan for Strategic Reading on pages 2-3.
4. Relate the information contained in the last paragraph on page four to how CSR will fit in each of the tiered settings (core, tier 2 and tier 3) relating to struggling readers.
5. Create a Venn diagram or some other visual to show the main differences of CSR and Reciprocal teaching. Which style will students benefit from?

## Chapter 2: Teaching the CSR Comprehension Strategies to Your Class

### Overview

This chapter helps educators with their lesson plans for teaching CSR comprehension strategies. These strategies teach students the metacognitive and self-regulation skills they need to comprehend well.

### Helpful Hints

As you read this chapter, think of the major points you must consider before, during and after reading. Also, consider reading through and discussing the *Frequently Asked Questions* sections as a group.

### Discussion Questions

1. Discuss the three types of metacognitive knowledge. When would these be used?
2. What are the three phases of scaffolding instruction? Would these three phases be beneficial to teach in a tiered setting?
3. Why would it be important to explicitly teach metacognitive instruction?
4. After reading about the lesson plan format on page 18, together read through lessons one and two. Discuss how teaching CSR explicitly will benefit all students in the core, tier 2 and tier 3 settings.
5. Discuss how ideas on pg. 48 could be used in tier 2 settings.

### Chapter 3: CSR and Cooperative Learning Groups

#### Overview

Chapter 3 begins by giving a brief overview of Cooperative Learning and its value in incorporating it into the CSR lessons. It explains the components and how to assign students to groups. A section explaining possible roles for students and how to teach them the roles is helpful before reading through the sample lessons provided. The teacher is there to facilitate students' success.

#### Helpful Hint

While reading through this chapter, take the time to assign students to groups by following the steps on page 56. Have this information ready before discussion. Also, be thinking of how you can assign groups in a tier 2 setting.

#### Discussion Questions

1. Discuss your school's current practices and training with cooperative learning. What benefits are seen? Who are your experts?
2. According to CSR what are the two main responsibilities of cooperative learning groups?
3. As a group, after reading through the *Why Should We Include Cooperative Learning?* section on page 54, use the Get the Gist strategy with this part of the passage.
4. Discuss possible best settings and best times for teaching the roles for CSR groups as described on page 60.
5. If time permits, actually take parts and read through the sample lesson on pages 61-65 to get a feel for a complete lesson. Next, have group members give a response to how they see this process working in their classrooms or with tier 2 groups.
6. End this chapter by brainstorming ways to use before and after group work to benefit your core and tier 2 students' reading comprehension.
7. Some of the currently implementing schools are using the quadrant sort tool to assist teachers in grouping students for reading the text. Consider the implications of grouping in this format. Which group would the teacher want to join?

## Chapter 4: CSR Materials

### Overview

This chapter provides materials to be used to teach and practice the process of CSR.

### Helpful Hints

Be thinking about what would be needed for teachers to actually begin using CSR in the classroom. This may be best used as a “make-it and take-it” session to prepare materials. The facilitator may want to have transparencies, hard stock paper, etc., ready for this session. Have each group member bring at least one example of expository text being used in classrooms.

### Discussion Questions

1. Take some time to look through expository materials provided by group members. Read the Content Area Textbook section on pages 74-75 to use as a guide for appropriateness for CSR.
2. Discuss other available resources in your building for teaching CSR such as Scholastic News, Weekly Reader, or passages in a comprehensive reading program such as Treasures or Houghton Mifflin.
3. Knowing that struggling readers many times also have difficulty with writing, discuss how tier 2 instruction might help support the use of learning logs during core instruction.
4. The remainder of this session could be used to have a group make-it and take-it to prepare materials to get started. Discuss organization of materials in the classroom for easy access for students.

## Chapter 5: Adaptations to CSR for Secondary Students

### Overview

This chapter provides ideas for how to adapt CSR or secondary content area instruction. The authors discuss areas such as teaming, materials, instructional grouping, and vocabulary instruction where adaptations can be helpful.

### Helpful Hints

Think of how the focus of reading instruction in the secondary content areas shifts from primary and intermediate grades as well as how students are different learners.

### Discussion Questions

1. Develop a visual or graphic organizer to show how the emphasis of reading instruction changes on a continuum from early primary through grade 12.
2. Take what has been learned about CSR so far and discuss how teachers can make adaptations to accommodate the learning needs of struggling readers. How would it fit in a tier 2 setting?
3. Study the table on page 109 and discuss how this information could be used to design good instruction for struggling readers.
4. How could a staff use the teaming concepts discussed on pages 108 and 110 in an existing secondary setting, so that students would benefit from common language and comprehension instruction across content areas?
5. How are grouping options the same and different at the secondary level? How could tier 2 interventions using these comprehension strategies be scheduled in a secondary setting?
6. Discuss and share favorite teacher tips from this book and personal teaching experiences.
7. Review the critical components of integrating CSR into both narrative and expository text. How is vocabulary instruction emphasized and why?