Collaborative Strategic Reading  
(Part 1)  
Step-by-step instructions

**Before Class**
1. Read through the Reading Selection from PBS to familiarize yourself and prepare the lesson.
2. Check equipment to ensure slides can be projected. (If equipment problems exist or your display does not allow for students to write on the projections, print a Learning Log as a poster and laminate for reuse.)
3. Consider printing the Collaborative Strategic Reading (CSR) Strategies slides in poster size and laminate to display in the room for student reference.
4. Print enough copies of the readings for each student to have their own copy.
5. Print student copies of the Learning Log.

**Introduce the Strategy**
1. Explain to students that good readers are always thinking about what they are reading and learning. Sometimes this thinking happens without the reader consciously aware of their thinking; at other times, good readers have to take time out and really think about what they just read.
2. Explain that you are going to introduce them to a Learning Log that will help students think about the topic and improve their understanding of what they read.
3. Use these strategies with groups of students or individual students. Tell students they will learn the strategies to think about the different readings and write down their thoughts in their Learning Log.
4. Display the Learning Log slide. Point out the three sections *Before Reading, During Reading, and After Reading.*
5. Tell students the first strategy is used before students begin reading. It is the *Preview* strategy. State, “This is when you think about what you already know; your prior knowledge of the topic. You look through the text and make predictions about the topic.”
6. Tell students the second and third strategies are used while students are reading. The second strategy is the *Click and Clunk* strategy. State, “This is when you check your understanding of the vocabulary used in text. You can use fix-up strategies or context clues to imply the meaning of unknown words.”
7. Tell students the third strategy is the *Get the Gist* strategy. State, “This is when you take the most important information and put it in your own words.”
8. Tell students the fourth strategy is used after students have completed the reading. It is the Wrap Up strategy. State, “This is when you put yourself in the place of the teacher, or discussion leader, and think about questions you would ask about the reading passage. Come up with questions and answers based on the information in the text.”

**Direct Instruction/Modeling**

9. Hand out the student copies of the Learning Log and the Reading Selection.

10. Display the CSR Strategies PowerPoint presentation.

11. Introduce the Reading Selection, *Finding Purpose in Community Service*. Explain this is from an online article from Public Broadcasting Service. The producers of NewsHour interviewed High School students about their experiences with community service.

12. Ask students for their experiences with community service. What do they do for their community or neighborhood to help out and make it a better place? Acknowledge their answers and commend those already involved with volunteering in their communities.

13. Refer to the first slide the *Preview Strategy*. Review the steps of the strategy.
   a. Think about the topic of the passage.
   b. Write down everything you already know on the Learning Log, under *What I already know about the topic*.
   c. Share ideas with a partner.
   d. Skim the passage. Look at the text features (headings, tables, pictures, graphs, figures) to make a prediction about what you might learn.
   e. Write down your predictions on the Learning Log, under *What I think I will learn*.
   f. Share your best ideas with the class.

14. Explain that the students have already shared *prior knowledge*. Have those who volunteered come to the board and write down their experiences. Tell students to follow along at their seats and write down this information in their own Learning Log.

15. Ask students about their knowledge of PBS. Have students come to the board to write down responses.

16. Ask student what they think they will learn from this passage? Acknowledge answers and have students write their responses on the class Learning Log and encourage students to continue filling in their personal Learning Log to match the class example.

17. Display the second slide – Go over the steps of using the *Click and Clunk Strategy*.
   a. Reread the sentence skipping over the *clunk*, try to guess another word that might fit (a synonym) in place of the *clunk*.
   b. Reread the *clunk* sentence AND the sentences before and after it to look for clues to *clunk’s* meaning. (i.e. words or phrases that might give you a hint to the *clunk*.)
   c. Look for beginning and ending word parts (prefixes and suffixes) in the *clunk* to help you determine its meaning.
d. Look for words within the *clunk*. Ask whether you can break it into smaller parts or words you do know?
e. Write down any *clunks* on the Learning Log, under the Section you read the *clunk*. Include a gist of what the clunk means.

18. Begin reading the selection, ask students to follow along and look at each word you are reading:

**Why these Students Spoke Out**

*When you talk to the teens at the Young World Foundation, they'll all tell you that giving back to the community is why they do what they do. But that doesn't mean they can't get something out of it for themselves. The Foundation gives them the chance to travel to places they may have never had the chance to go before, and expand their horizons beyond their hometowns. It also provides a community of like-minded service-oriented kids.*

*NewsHour Extra talked with them about what they did at the Foundation, and what they enjoyed about serving their communities.*

19. Stop and ask the students if any words gave them trouble. Acknowledge their responses and follow through with the steps on the slide. Model by rereading the sentence with the *Clunk*, ask if students know a synonym for the *Clunk*?

20. Go through each step – Have students take turns to write the class *Clunk* on the board and on their individual Learning Logs.

21. Display the third slide – Discuss the steps of Get the Gist strategy.
   a. Decide if the section is mainly about a person, place, thing, or idea.
   b. Decide which person, place, thing, or idea is being discussed.
   c. Look at what is being said about the person, place, thing, or idea in the section you just read. (i.e. what is the basic argument, viewpoint, or angle that the author shares about the topic)
   d. Restate the essence of the section in one sentence using 10 words or less.
e. Write down the *Gist* on the Learning Log under the Section you just read.

22. Ask, “What is this selection mainly about?” Students should respond, “Community Service.” Ask students, “What does the author think about Community Service?”

23. Model writing the *Gist*. Under *Gist* for the Section #1, write “Community Service benefits participants and gives them new opportunities.”

24. Repeat these steps with the other two sections.

25. Display the fourth slide after you have finished the passage and completed the During Reading sections of the Learning Log. Discuss the steps of the Wrap Up Strategy.
a. Come up with and answer questions from the passage.
   i. Brainstorm questions you would ask if you were the teacher (i.e. what kind of questions do teachers ask in discussions after you read). Write down your questions under Questions I will ask on the Learning Log.
   ii. Answer the questions as best you can. If a question can’t be answered then the question may need to be clarified or it might not be a good question.

26. Ask students what questions they think you should ask.

27. Acknowledge the students’ responses and write them down.

28. Discuss and review the questions as a class; categorize them using question hierarchy:

   Question Hierarchy
   a. Is the answer directly in the text and can be answered with one or two words?
   b. Is the answer directly in the text but takes more than a few words to answer?
   c. Is the answer in the text, but not in the same place? Does the reader have to synthesize all the parts to get the correct answer?
   d. Does the reader have to apply their prior knowledge or other information to the text to get the answer?

29. Record the questions and the answers on the Class Learning Log after the questions are categorized and you and the class agree on questions.

30. Have the students copy these onto their individual Learning Logs.

31. Return to the slide and review the final step of the Wrap Up Strategy.
   a. Review everything you learned
      i. Write down the most important ideas from the passage under What I Learned on the Learning Log.
      ii. Share your best ideas with the class.

32. Remind the class that this review is not a Gist on one section. It is the overall summary of what they learned from this reading passage.

33. Ask students to think about the passage from start to finish, look at the Gist in each section of the Learning Log.

34. Record student ideas and suggestion on the board; work together as a class to determine a response to What I Learned on the Learning Log.
35. Lead the discussion and have students agree on a suitable response. For example, a suitable response could be: Students involved in community service have fun and bond with their community.

Closure

36. Ask students to review the steps of CSR.

37. Probe them for their understanding of each step.

38. Have students complete an Exit Ticket answering three questions:
   a. The four strategies I learned today are________________.
   b. The strategy I think will be easiest for me to use is______. And state why.
   c. The strategy I think I will have the most trouble using is______. And state why.

39. Reassure students they will have opportunities to practice and master these strategies.

40. Prepare the students for the next class by reminding them they will use these strategies in cooperative groups.

41. Collect the Exit Tickets and review the responses for your next class.