INDEX

A
Ahwee, S., 177
Argüelles, M. E., 177
Aronson, E., 51
Author-and-You questions, 11, 14, 37, 74; example of, 45; lesson instructional guidelines for generation of, 43–45; modeling writing of, 44; overview of how to write, 43; practicing writing of, 44; question stems for, 173–174; telling students about, 43

B
Brainstorm errors, 84
Brainstorming, 4, 5
Brown, A. L., 175
Bryant, D. P., xi, 51, 181

C
Cabrera, Juan, xiv
Chard, D. J., 181
Cisneros, Sandra, 93, 94
Clarifying strategy, 176
Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (Marzano, Pickering, and Pollock), 51
Click and Clunk, xiii, 19, 178, 180; defining, 101, 102; description of, 6–9, 102; and example of fix-up strategies one and two, 27–28, 103; and example of fix-up strategies three and four, 30, 103, 104; and examples of cognates and false cognates, 29–30, 103–104; fix-up strategies in, 26–27, 31, 102; importance of, 101; lesson instructional guidelines for, 25–31; lesson planning activity, 105; and modeling fix-up strategies one and two, 27–28; and modeling fix-up strategies three and four, 28–29; overview of use of, 26–27; and practicing fix-up strategies one and two, 28; and practicing fix-up strategies three and four, 31; process, 7; recap, 106; teacher cue card for, 155–156; teacher’s role during, 106; telling students about, 26
Clicks, identifying, 7
“Clunk Concentration” game, 14
Clunk detectors, 25
Clunk Expert: cue card for, xiii, 53, 57, 58, 62, 122, 123, 147
Clunk Group Work Debrief, 123, 124 Form 6.2
Clunks: and cognates for fix-up strategy four, 104; and context clues for fix-up strategies one and two, 103; and fix-up strategies errors, 85; fix-up strategies for, 7, 100; in groups, 59; identifying, 7; and word analysis for fix-up strategy three, 103
Coaching. See Collaborative Strategic Reading (CSR), booster sessions
Cognates: for cognate strategy four, 104; examples of, 29; false, 30; list of, 167–172
Cognitive psychology, 181, 182
Coleman, M., 181
Collaborative Strategic Reading (CSR): booster sessions for, 117–138; Click and Clunk portion of, 6–9; defining, 95; description of, 3–15; Get the Gist portion of, 9–11; implementing cooperative learning in, 50–69; importance of, 95; overview of, xi; and plan for strategic reading, 4, 94; Preview portion of, 3–6; providing professional development in, 91–116; teaching, in classroom, 19–49, 94; and whole-class wrap up and follow-up activities, 14–15; Wrap Up portion of, 11–14
Collaborative Strategic Reading (CSR), booster sessions, 117–138; additional topics for, 131–132; with focus on Click and Clunk (booster session two), 122–129; with focus on Get the Gist, 129–130; with focus on Preview (booster session one), 118–122; and in-class support, 132–133; and reflection on Fix-Up strategies, 126–127; and selecting words and topics to preteach, 119–122; for Wrap Up strategy, 131
Collaborative Strategic Reading (CSR), groups: and arranging room for successful group work, 57; assigning struggling readers to, 57; assigning students to, 53–57; form for assigning students to, 54; and grouping English language learners, 56; and grouping gifted and talented students, 56; and how long students should remain in same group, 55–56; and how often students should switch roles, 56; steps for assigning students to, 53–55; and using note cards to create student groups, 55

Collaborative Strategic Reading (CSR), professional development: accomplishments for, 92; Click and Clunk strategy in, 101–106; and connecting CSR to reading in classroom, 94; in cooperative groups, 115–116; and CSR Lesson-Planning Template, 99; Get the Gist strategy for, 106–109; introducing reading comprehension strategy instruction for, 93–94; learning CSR strategies for, 96; overview of CSR for, 94–96; planning for, 116; Preview strategy in, 96–101; providing, 91–116; Question Generation strategy for, 110–114; Review strategy in, 114–115; Wrap Up strategy for, 109–110

Collaborative Strategic Reading (CSR), research base behind, 175–183; and factors that influence comprehension, 183; precursor to, 175; and quasi-experimental and experimental studies, 176–178; and students’ conversation during CSR, 178–181; and theoretical support, 181–183

Collaborative Strategic Reading (CSR), roles: building, with strategies, 62; introducing, 60–63; and “Know Your Role and Use It,” 123, 129; and “Our CSR Roles” form, 61, 115; and practicing roles with whole class, 63; and providing models of CSR group work, 62; and role-alike groups, 60; using, 58–63

Collaborative Strategic Reading (CSR), strategies: and Click and Clunk, 25–31; and Get the Gist, 32–35; introducing, 20; learning, 96; overview of, 19–21; and Preview, 21–24; and Wrap Up question generation, 36–49

Comprehension strategy instruction, 93–94; importance of, 93

Cooperative learning: and assigning students to groups (step two), 53–57; and facilitating group work (step five), 66–69; features and supports, 52; group-work skills, 65; identifying, 52; implementing, 50–69; as important part of CSR, 95; and length of time student should remain in same group, 55–56; and note card for creating student groups, 55; resources, 51; and role-alike groups, 60; routines, 64–65; and setting up for success (step one), 51–53; and teaching routines and group-work skills (step four), 63–66; and using CSR roles (step three, 58–63

Cooperative Learning (Slavin), 51
CSR Action Plan, 137 Form 6.8
CSR Lesson-Planning Template, 97–98, 99 Form 5.1, 118
CSR Observation, 136 Form 6.7
CSR Observation Guide: strategy checklist, 134–135 Form 6.6
CSR Question Challenge, 79 Form 4.1
CSR Scoring Rubric, 82–83 Form 4.2, 97, 122, 129
Cue cards, 58
Cue cards, student: Clunk Expert, 147; CSR leader, 146; fix-up strategies, 148; Get the Gist strategy, 150; Gist Expert, 149; Question Expert, 151; question types, 152
Cue cards, teacher: Click and Clunk strategy, 155–156; Get the Gist strategy, 157–158; Preview, 153–154; question generation, 159

D
Dimino, J., xi, 51, 177

E
Eleven (Cisneros), 93, 94
English language learner (ELL), 6, 7, 11, 56, 132–133, 175, 179, 181
Evidence-based predictions, 74

F
Feedback, 67–68; examples of task-level, 81; providing high-quality, 80; using CSR strategies to guide, 67–68
Five-finger background knowledge checks, 119
Fix-up strategies, 7, 26–27; example, 31; reflection, 128–129; and strategies one and two, 27–28; and strategies three and four, 28–31
Follow-up activities, 14–15
Form(s): Assigning Students to CSR Groups, 54 Form 3.1; Clunk Work Group Debrief, 124 Form 6.2; CSR Action Plan, 137 Form 6.8; CSR Lesson-Planning Template, 99; CSR Observation, 136 Form 6.7; CSR Observation Guide: strategy checklist, 134–135 Form 6.6; CSR Question Challenge, 79; CSR Scoring Rubric, 82–83 Form 4.2, 122, 129; Gist Group Work Debrief, 126 Form 6.4; Leader Group Work Debrief, 125 Form 6.3; Our CSR Roles, 61 Form 3.2, 115; Question Expert Group Work Debrief, 127 Form 6.5; Words and Concepts to Preteach Checklist Guide, 121 Form 6.1

Gates-MacGinitie Reading Test (MacGinitie and MacGinitie), 175–177
Gersten, R., 177
Get the Gist, xiii, 19, 73, 178–180, 183; defining, 107; description of, 9–11, 107; example, 35, 108; importance of, 107; lesson instructional guidelines for, 33–35; lesson-planning activity, 108–109; modeling, 34; overview of use of, 33; pitfalls, 109; practicing, 34; process, 10; student cue card for, 150; teacher cue card for, 157–158; teacher’s role during, 110; teaching, 32–35; telling students about, 33
Gifted and talented students, 56
Gist: challenge, 75–76; errors, 85–86; in groups, 59; minilesson, 75; Tune-up Sample, 129, 130
Gist Expert, xiii, 10, 53, 57, 58, 123; cue card for, 149
Gist Group Work Debrief, 126 Form 6.4
Goardman, A. G., 177
GRADE. See Group Reading Assessment and Diagnostic Evaluation (GRADE; Williams) Group Reading Assessment and Diagnostic Evaluation (GRADE; Williams), 177

Group work: and being specific, 67; facilitating, 66–69; and promoting peer interaction, 68–69; and using CSR strategies to guide feedback, 67–68. See also Cooperative learning
Group-work skills, 65–66; modeling appropriate, 68; and sharing during group work (minilesson), 66
Guided noticing sheets, 62

H
Hamff, A., 181
Handbook of Cooperative Learning Methods (Sharan), 51
Hitchcock, J., 177
Hougen, M., 181
Hughes, M. T., 177

I
Instructional decisions: and addressing common student errors, 84–87; and brainstorm errors, 84; and clunk and fix-up strategies errors, 85; and evidence-based predictions, 74; and gist errors, 85–86; and learning logs, 80–83; and prediction errors, 84–85; and progress-monitoring checks, 71–73; and providing additional instruction, 73–80; and question generation errors, 86–87; and review errors, 87; and targeted instruction, 73–79; using student data to inform, 70–87

J
Jeopardy activity, 14
Jigsaw Classroom: Building Cooperation in the Classroom (Aronson and Patnoe), 51
Johnson, D., 51, 175
Johnson, R., 51, 175

K
Kagan, M., 51
Kagan, S., 51
Kagan Cooperative Learning (Kagan and Kagan), 51
Kidtalk, 87
Kim, A., 181
Kintsch, W., 182
Klein, C., 181
Klingner, J. K., xi, 51, 175, 177, 179, 180
Kouzekanani, K., 181
Kurki, A., 177

Leader role, xiii, 53, 57, 58, 123; cue card for, 146
Learning disabilities, 6, 8, 175
Learning logs, 20–21; for informational text, 142–143; for instructional decisions, 80–83; for narrative text, 144–145
Learning Together and Alone (Johnson and Johnson), 51
Lesson instructional guidelines: for Author-and-You question generation, 43–45; for Click and Clunk, 25–31; for Get the Gist question generation, 33–34; for Preview question generation, 22–24; for review and teacher-led whole-class Wrap Up, 46–48; for Right-There question generation, 37–39; for Think-and-Search question generation, 40–42; for Wrap Up question generation, 37–39
Linan-Thompson, S., 181

MacGinitie, R. K., 175–177
MacGinitie, W. H., 175–177
Main-idea strategy, 176
Marzano, R., 51
Mohammed, S. S., 177

Numbered Heads Together activity, 14

“Our CSR Roles” form, 61 Form 3.2, 115

Palincsar, A. S., 175, 182
Patnoe, S., 51
Peer interaction, promoting, 68–69
Pickering, D., 51
Pollock, J., 51
Predicting, 4, 5
Prediction: errors, 84–85; evidence-based, 74; statements, 84

Prefixes, 163–165
Preview (before reading), xii–xiii; booster session for, 118–122; and brainstorming what is known about topic, 23; description of, 3–6, 19; goals, 3–5; in groups, 58; and introduction of topic, 22; lesson instructional guidelines for, 22–24; and predicting what will be learned from topic, 24; and preteaching key proper nouns and vocabulary, 22; and previewing text, 22–23; process, 5; in professional development, 96–101; and setting purpose for reading, 24; teacher cue card for, 153–154; teaching, 21–24; using, in groups, 59
Progress-monitoring checks, 71–72; frequently asked questions about, during CSR, 72–73

QAR. See Question-answer relationship (QAR)
Question-answer relationship (QAR), 11, 37
Question Expert, xiii, 12, 53, 57, 58, 123; student cue card for, 151
Question Expert Group Work Debrief, 127 Form 6.5
Question generation, 74; errors, 86–87; example, 112; and lesson instructional guidelines for Right There questions, 14; lesson-planning activity, 114; minilesson, 77; pitfalls, 113; teacher cue card for, 159; without text, 78; Wrap Up, 36–49
Question stems, 11, 173–174; sample, 35

Research-based program, CSR as, xiv
Review: in groups, 60; modeling writing short summary for, 47; overview of how to engage in, 46; practice for writing short summary for, 47; practice writing short summary for, 47; and teacher-led wrap up, 48; telling students about, 46; using, in groups, 60
Right-There questions, 11, 14, 37, 71, 74; example of, 39; lesson instructional guidelines for, 37–39; modeling writing of, 38; overview of writing, 38; practicing how to write, 39; question stems for, 173; telling students about, 38
Roberts, G., 177
Role-alike groups, 60
Roots, 160–162
Routines, 64–65
Royal, Tiffany, xiv, 14, 36

S
Schumm, J. S., xi, 51, 82–83, 177, 179
Schutz, K. M., 182
Scoring Rubric form, 82–83
“Selecting Words and Concepts to Preteach”: checklist guide, 118–122
Sharan, S., 51
Situation model, 182
Slavin, R., 51
Sociocultural theory, 181, 182
Solis, Michael, 32, 33
Stillman-Spisak, S. J., 177
Student data, using, to inform instructional decisions, 70–87. See also Instructional decisions
Student errors, addressing common, 84–87; and brainstorm errors, 84; and clunks and fix-up strategies errors, 85; and Gist errors, 85–86; and prediction errors, 84–85; and Question Generation errors, 86–87; and Review errors, 87
Suffixes, 166
Sullivan, Lucille, xiv
Super gist, xiii
Swanson, E. A., 177

T
Targeted instruction, 73–79
Task-level feedback, 81
Textbase, 182
Think-and-Search questions, 11, 14, 37; example, 42; lesson instructional guidelines for, 40–42; modeling writing of, 40–41; overview of how to write, 40; practicing how to write, 41; question stems for, 173; telling students about, 40
Thompson, Tanya, 57
Timekeeper role, 58
Tyler, B., 181

U
Ugel, N., 181

V
Vaughn, S., xi, 51, 177, 179–181

W
Whole-class wrap up, 14–15
Whole-group share, 119
Wilkins, C., 177
Williams, K. T., 177
Woodruff, A. L., 181
Wrap up (after reading), xiii–xiv, 19, 179; and Author-and-You question generation instructional guidelines, 42–45; defining, 110; description of, 11–14; example, 45; in groups, 59; importance of, 111; modeling how to write, 44; overview of how to write, 43–44; and practicing how to write, 44; process, 12; question generation, 36–49; and review and teacher-led whole-class wrap up guidelines, 46–48; and Right-There question generation instructional guidelines, 37–39; teacher-led, 43, 114, 115; teaching, 36–49; telling students about, 43; and Think-and-Search question generation instructional guidelines, 40–42; using, in groups, 59
Write-share, 119