

**COLLABORATIVE STRATEGIC  
READING  
INITIAL TRAINING 2015**

Webinar Session #2  
Click and Clunk

# SESSION GOALS

- Review Preview – How did it go?
- CSR Strategy: Click and Clunk
- Classrooms Resources



Poll #1, 2, & 3



# CSR Preview

5-10 minutes

1. Teacher states the topic.
2. Students brainstorm and write what they already know. Students *share* with their partner or small group.
3. Teacher builds background knowledge.
4. Teacher may choose to present important vocabulary and concepts.
5. Teacher states the purpose for reading.

# WHAT DO YOU THINK?

Use the **chat feature** to address any of the following questions:

- How did CSR Preview go when you tried it in your classroom?
- What questions do you have?
- What tips can I offer?



# COLLABORATIVE STRATEGIC READING

## Before Reading

### PREVIEW

#### 1. Read

Read the title, subtitles, headings and keywords to learn about the passage.

#### 2. Brainstorm

Think about what you already know about the topic.

#### 3. Predict

Predict what you will learn.

## During Reading

### CLICK & CLUNK

#### 1. Look for clunks

Find words or ideas you don't understand.

#### 2. Use fix-up strategies

- Re-read the sentence with the clunk.
- Re-read sentence before and after clunk.
- Look for prefixes, suffixes and root words.
- Look for cognates.

### GET THE GIST

#### 1. Figure out the main idea

- Determine the most important who or what.
- Find the most important information about the who or what.
- Write a brief gist statement.

## After Reading

### WRAP UP

#### 1. Question

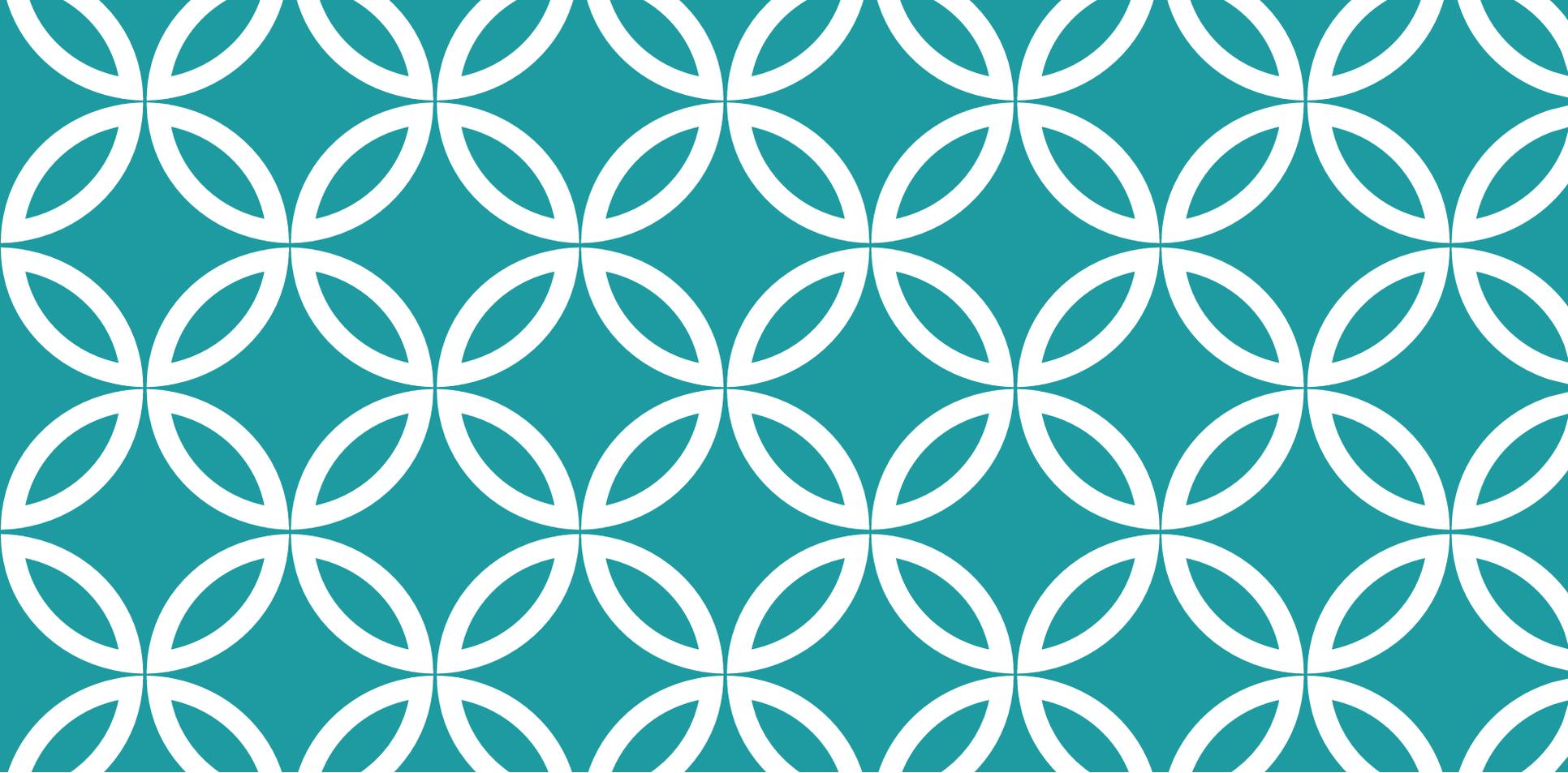
Write three types of questions that can be answered by reading the passage and thinking about what you already know.

- Right There
- Think and Search
- Author and You

#### 2. Review

Identify the most important information.





# CSR STRATEGIES: CLICK AND CLUNK





# WHAT IS CLICK AND CLUNK?



Click (cruise control):

- When you understand what you read, everything “clicks” along smoothly.

Clunk (traffic jam):

- When you don’t understand what you read, “clunk,” you stop. When you get to a clunk, use the fix-up strategies to figure out what the word or phrase means.

# CAN YOU THINK OF A TIME WHEN YOU DIDN'T UNDERSTAND SOMETHING YOU READ?

1. What were you reading?
2. Why did it happen?
3. What did you do about it?



# WHY DOES UNDERSTANDING BREAK DOWN?

- Text is too difficult
  - e.g., Sentence structure, vocabulary, unfamiliar content
- You aren't paying attention
  - e.g., Tired, preoccupied, adolescent 😊, noisy or stressful environment
- You aren't interested in what you are reading
- You don't know why you are reading

# WHAT HELPS?



Metacognition =  
Thinking about Thinking

- Monitoring understanding
- Selecting an action
  - What? How? Why? When?
- Taking action

# WHY METACOGNITION??

TEST-TAKING, WRITING GRAMMATICALLY, THINKING LOGICALLY, MEDICAL LAB TECHNICIANS' KNOWLEDGE OF MEDICAL TERMINOLOGY, PROBLEM SOLVING SKILLS.....

“People tend to be blissfully unaware of their incompetence,” lacking “insight about deficiencies in their intellectual and social skills.”

“If people lack the skills to produce correct answers, they are also cursed with an inability to know when their answers, or anyone else’s, are right or wrong” (p. 85).

***Increased metacognitive abilities—to learn specific (and correct) skills, how to recognize them, and how to practice them—is needed in many contexts.***

(Johnson, Ehrlingner, & Kruger, 2003;  
<https://cft.vanderbilt.edu/guides-sub-pages/metacognition>)



## Steps for Click and Clunk

1. While reading, monitor your understanding.
2. After reading a section of text, stop and identify any words or ideas that you do not understand (clunks). Write your clunks in your learning log.
3. Work with your group to use fix-up strategies to figure out the meaning of the unknown words or ideas. Circle the strategy(ies) in your learning log.
4. Put the definition back in the sentence to be sure it makes sense.

# WHEN IS CLICK AND CLUNK USED?

Click and Clunk is used during reading.

Students stop and find the meaning of their clunks  
*at the end of each section of text.*

# EXAMPLE TEXT:

Students stop  
to identify  
and resolve  
clunks *after*  
they read  
each section  
of text.

## Earth-Friendly Fabrics Emily Sohn

### SECTION #1

Shopping for clothes involves tricky decisions about fit, color, style, and price. And if a growing number of companies have their way, you'll soon start checking labels for another key detail: environmental impact. Earth-friendly fabrics are in. It's already possible to buy shirts made from bamboo and socks made from corn. Shopping malls of the future might also carry clothes made from chicken feathers or rice straw.



*Clothes made from Earth-friendly fabrics may soon hang in your closet.*

The companies that make such fabrics are interested in sustainable development. This means trying to provide things that people need while protecting natural resources and preserving **biodiversity**.

"A fully sustainable business would be one that creates no negative impact on the environment," says Gordon Rands. Scientists are now looking for new ways to make fabrics for clothes that are good both for your image and for Earth.

### SECTION #2

#### Born in the lab

Making clothes and shoes traditionally involves harsh chemicals and lots of energy. Some fabrics, such as cotton, leather, and wool, begin as plants or animal parts. But that doesn't mean they're gentle on the environment. Cotton plants, for instance, are often smothered with noxious chemicals to keep away bugs and weeds.

Other fabrics are born in laboratories, where scientists create molecules called polymers and make synthetic (human-made) materials such as Polyester. Textile companies weave or knit synthetic threads into fabrics that are remarkably silky, sturdy, and quick to dry. The problem, from an environmental viewpoint, is that most synthetic fibers are made from petroleum, which must be extracted from the ground. Accessing, transporting, and processing oil is expensive, and the supply is limited. Still, petroleum-based materials appear in exercise clothes, shoe soles, plastic zippers, buttons, dyes, and thousands of other products.

To overcome this reliance on petroleum, some companies have experimented with creating materials from substances such as corn sugar, then weaving the resulting threads into fabrics. Other companies have developed products from recycled materials.

### SECTION #3

#### Clothes from waste

In the past few years, scientists have figured out how to make yarn out of cornhusks, chicken feathers, and rice straw (part of the rice plant). All three are agricultural by-products



that usually end up in the trash. "We already have a problem with how to get rid of [these waste products]," Yang says. "Instead, let's use them to make beautiful materials." The process involves chemical reactions that break down the raw materials into fibers, followed by cleaning. The scientists then spin the fibers into yarn, which they use



## WHY IS CLICK AND CLUNK IMPORTANT?

Monitoring understanding and identifying clunks is a metacognitive skill essential for comprehension.

Click and Clunk helps students to be more active, engaged readers.

Good readers use different strategies to figure out the meaning of words and difficult ideas while reading.



## WHY IS CLICK AND CLUNK IMPORTANT FOR ELLS?

Monitoring understanding is more complicated when reading in a second language.

ELLs tend to focus more at the word level than readers reading in their first language (Jiménez, Garcia, & Pearson, 1996).

Click and clunk gives several ways to approach unfamiliar vocabulary, including the use of cognates.

# VOCABULARY INSTRUCTION AND CSR CLICK AND CLUNK

## Note:

- Teaching students to use fix-up strategies is just one part of vocabulary instruction.
- Vocabulary instruction is most effective when teachers provide explicit instruction, offer multiple meaningful opportunities for practice, and actively involve students in the process.



# CLUNK CRITERIA: WHAT IS A CLUNK?

A clunk is:

- A word or concept you don't know how to define in the context of the reading

A clunk is NOT:

- A proper noun
- A word you know but don't read correctly (e.g. "sergeant")
- A word with a definition that is provided somewhere else in the text (glossary; side panel)

the move was troubled from early on. As money poured in to build the new city, rumors of **corruption** flew. People said

**corruption** dishonest or illegal practices, especially involving money



# FIX-UP STRATEGIES

1. Reread the sentence with the clunk and look for key ideas to help you figure out the word. Think about what makes sense.
2. Reread the sentences before and after the clunk, looking for clues.
3. Break the word apart and look for word parts (prefixes, suffixes, root words) or smaller words you know.
4. Look for a cognate that makes sense.

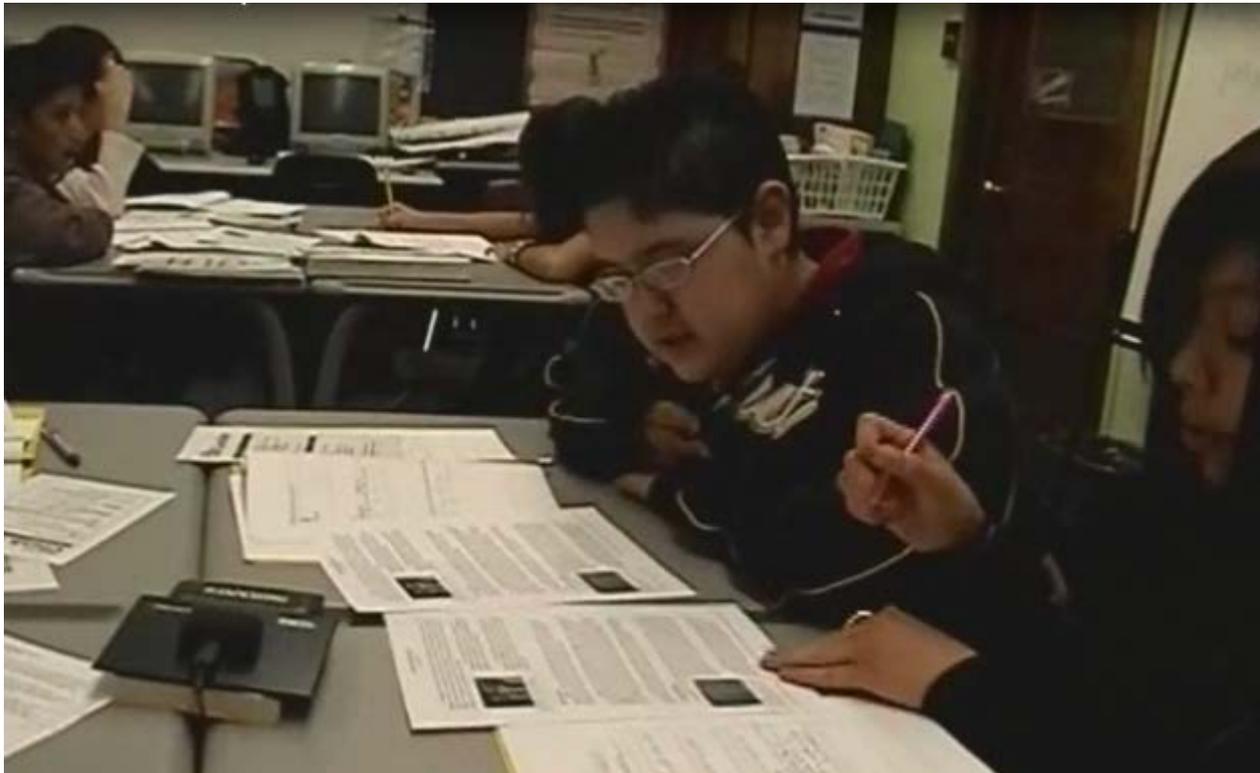
Reading AROUND  
the Word

Strategies  
#1 & #2 use  
context  
clues

Reading WITHIN  
the Word

Strategies  
#3 & #4 use  
word  
analysis

# CLICK AND CLUNK IN ACTION



# WHAT DO YOU THINK?

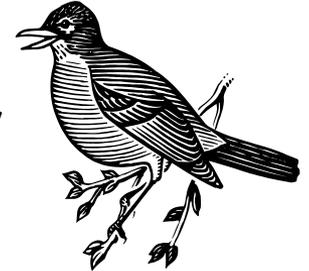


Please use the **chat feature** to write down any brief thoughts about what you saw in the video.

- What did you like?
- What questions do you have?
- How will the Click and Clunk strategy help your students?

CLICK AND CLUNK EXAMPLES:  
**CONTEXT CLUES**

- In the summer, the birds **molt**, or lose their feathers. (#1)



- Peregrine falcons are **raptors**, or birds of prey. (#1)



- A snake's body is very **supple**. It can bend easily. It can fit in small spaces. (#2)



CLICK AND CLUNK EXAMPLES:  
**WORD CLUES**

In the early days, gold was **transported** in wagons. (#1, #3)

The Department of Motor Vehicles requires a **thumbprint** to get a driver's license. (#3)

Students should **participate** during class. (#4)



# COMMON PREFIXES

Un-	Not, opposite of	Unwilling, unmanageable
Re-	Again	Return, redo
In-, im-, ir-, ill-	Not	Inaccurate, immaculate, irresponsible, illegitimate
Dis-	Not, opposite of	Disagree, disrespectful
En-, em-	Cause to	Enable, embrace
Non-	Not	Nonsense
In-	In or into	Inside, interior

# COMMON SUFFIXES

-ion	Act of	Rebellion
-able, -ible	Capable of	Sensible
-er	One who does	Swimmer
-est	Most	Largest
-full	Full of	Careful
-less	Without	Careless
-ly	Like, similar to	Motherly
-ment	State of	Encouragement
-ous	Full of	Wondrous



# COMMON ROOTS

astro	Star	Astronaut
cardio	Heart	Cardiac
demos	People	Democracy
dyna	Power	Dynamic
geo	Earth	Geology
magni	Great, big	Magnificent
Man(u)	Hand	Manuscript
Mono	One	Monotone
Tain/Ten	Hold	Container



## TEACHING STUDENTS TO USE FIX-UP STRATEGY 4: COGNATES

- Cognates are words in two languages that share a similar meaning.
- 30-40% of words in English have a related word in Spanish.
- Lots of languages have cognates in English (e.g., Arabic).
- Teaching students to recognize cognates supports comprehension.
- Not all words that look the same have similar meanings. Always check for false cognates.
- Fix-up strategy #4 is only used with students who speak a language other than English.

(Colorin' Colorado, 2007)



# EXAMPLES OF COGNATES

English	Spanish	Definition
capital	capital	A city or town in which government leaders and others meet and work.
communication	comunicación	Sharing ideas with others
community	comunidad	A place where people live and work near each other
desert	desierto	A dry place with very little rainfall.
invention	invención	Something that has been created for the first time
island	isla	Land that has water all around it

Cognate resource: [www.cognates.org](http://www.cognates.org)



# EXAMPLES OF FALSE COGNATES

English	Spanish
globe	globo (balloon)
pie	pie (foot)
rope	ropa (clothes)
soap	sopa (soup or pasta)
large	largo (long)
exit	éxito (success)
embarrassed	embarazada (pregnant)

When Luisa looked at the **globe**, she was surprised to see that Antarctica was so large.

# ACTIVITY: CLUNK PRACTICE



*Is there a middle ground between an obsession with aging and an intelligent commitment to a healthier lifestyle? How much time, money, energy, and angst should we devote to the fight against senescence?*

1. Figure out the definition of senescence.
2. Use the **chat feature** to write your definition and which fix-up strategy/ies might help you figure it out.

# OVERHEARD IN A CLASSROOM:

Text selection (middle school science):

*The fisherman of Minamata began protesting against Chisso Corporation in 1959. They demanded compensation, and that Chisso quit dumping toxic waste.*

*Daniel:* What does compensate mean?

*Alex:* I am not sure, but I know what “recompensa” means in Spanish – it means to pay back someone when you hurt them.

*Daniel:* Oh so you think they wanted money from the company?

*Alex:* Yeah that makes sense. I guess it’s pretty cool to be bilingual.

# ENGLISH LEARNERS IN SOCIAL STUDIES FIGURING OUT CLUNKS



## What's That Smell?

Have you ever remembered something with your nose? Maybe the smell of hot dogs gets you daydreaming about being at a baseball game. Or the smell of burnt marshmallows reminds you of a night around a campfire. Scientists know that the sense of smell can trigger powerful memories. Wouldn't it be cool to somehow bottle those memories? That's exactly what perfumer Mark Crames tries to do. His company, Demeter Fragrance, makes more than 200 scents.

Perfume scented with your favorite memory.



"Imagine every smell in the world as a musical note," Crames told TFK. "We try to combine those notes to make a melody." He has created perfumes inspired by Play-Doh, thunderstorms, and even earthworms!

(From: Time For Kids: World Report. May 2, 2008. Volume 13, Issue 26.)

Use the **chat feature**. Which words might your students find as clunks?



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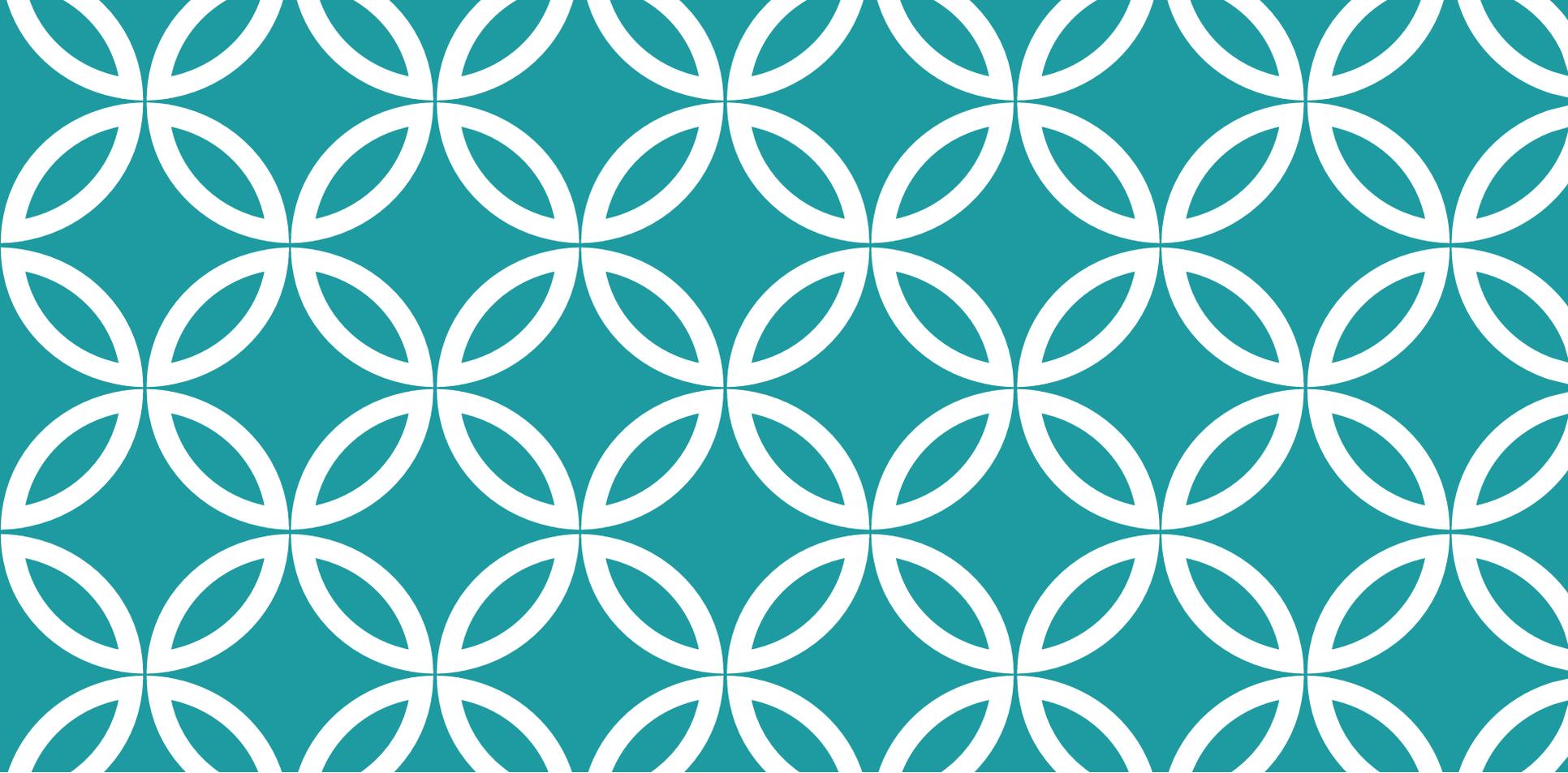
# THE TEACHER'S ROLE IN HELPING 1) BE MORE METACOGNITIVE WHILE READING AND 2) ACQUIRE NEW VOCABULARY

- Help students be “ok” with finding clunks.
- Prepare a list of possible clunks to offer students if they struggle to find their own. If they can define the word, it is NOT a clunk.
- Support students to use a variety of fix-up strategies
  - 1, 2, 3, & 4
  - Many students become overly reliant on context clues.
- Encourage students to use their group members as resources.
- Review key vocabulary words during whole-class wrap-ups.
- Ask students to do follow-up activities in class or as homework to reinforce key words.

## THE TEACHER'S ROLE IN HELPING 1) BE MORE METACOGNITIVE WHILE READING AND 2) ACQUIRE NEW VOCABULARY (CONT.)

- Listen in on groups and check students' learning logs:
  - check for misunderstandings
  - revisit common clunks as needed
- Promote collaboration. Don't just tell...





# **GROUPING CONSIDERATIONS**





# CSR COOPERATIVE LEARNING STRUCTURE

- Practice in small student-led groups, even as you introduce the strategies.
- When it is time to read, students use their cue cards to guide them through the CSR process.
  - First, the **Leader** begins by asking someone in the group to read. Reading is generally out loud in small groups.
  - Other students perform their guiding roles, beginning with the **Clunk Expert**.

# Clunk Expert

## The Clunk Expert will:

- make sure that students write their clunks in their learning logs.
- help students use fix-up strategies to figure out the meaning of unknown words or ideas.
- prompt group to justify their answers using textual evidence.

### DURING READING



- Who has a clunk?
- Does anyone know the meaning of the clunk?

#### IF NO: *(no one knows the meaning of the clunk)*

- Turn over this card. 

#### IF YES: *(someone knows the meaning of the clunk)*

- *(Name)*, please explain what the clunk means.



Use textual evidence: reread the sentence and make sure the definition makes sense.



Write the definition in your learning log.

### DURING READING

**IF NO:** *(no one knows the meaning of the clunk)* Support your group to use the fix-up strategies to figure out the meaning of your clunks.



#### Discussion

*[use fix-up strategies]*

1. Reread the sentence with the clunk, looking for key ideas.
2. Reread the sentences before and after the clunk, looking for clues.
3. Break the word apart. Identify a prefix, suffix, root word, or smaller word you know.
4. Look for a cognate that makes sense.



Let's reread the sentence and make sure the definition makes sense.



Write the definition in your learning log.

*[Repeat steps for additional clunks]*

# ROLE DEBRIEFS HELP GROUPS REFLECT ON THE CSR PROCESS AND THEIR USE OF ROLES IN THEIR COLLABORATIVE GROUPS.

Group Names: \_\_\_\_\_

Date: \_\_\_\_\_

## Clunk Group Work Debrief

	YES (2)	SOMETIMES (1)	NOT REALLY (0)	
We all have clunks and definitions in our learning logs.				
The <b>Clunk Expert</b> guided the group to share clunks and to use fix-up strategies to figure out the meaning of clunks.				
We put each definition back into the sentence with the clunk to be sure it made sense.				
We all <b>participated</b> in the discussion and <b>helped</b> each other.				Total
TOTAL SCORE				

One thing we did really well...

One thing we could do better next time...

# TYPICAL GROUPING STRUCTURES

GROUPING should be part of your INSTRUCTIONAL PLAN



# HOW - HETEROGENOUS GROUPS

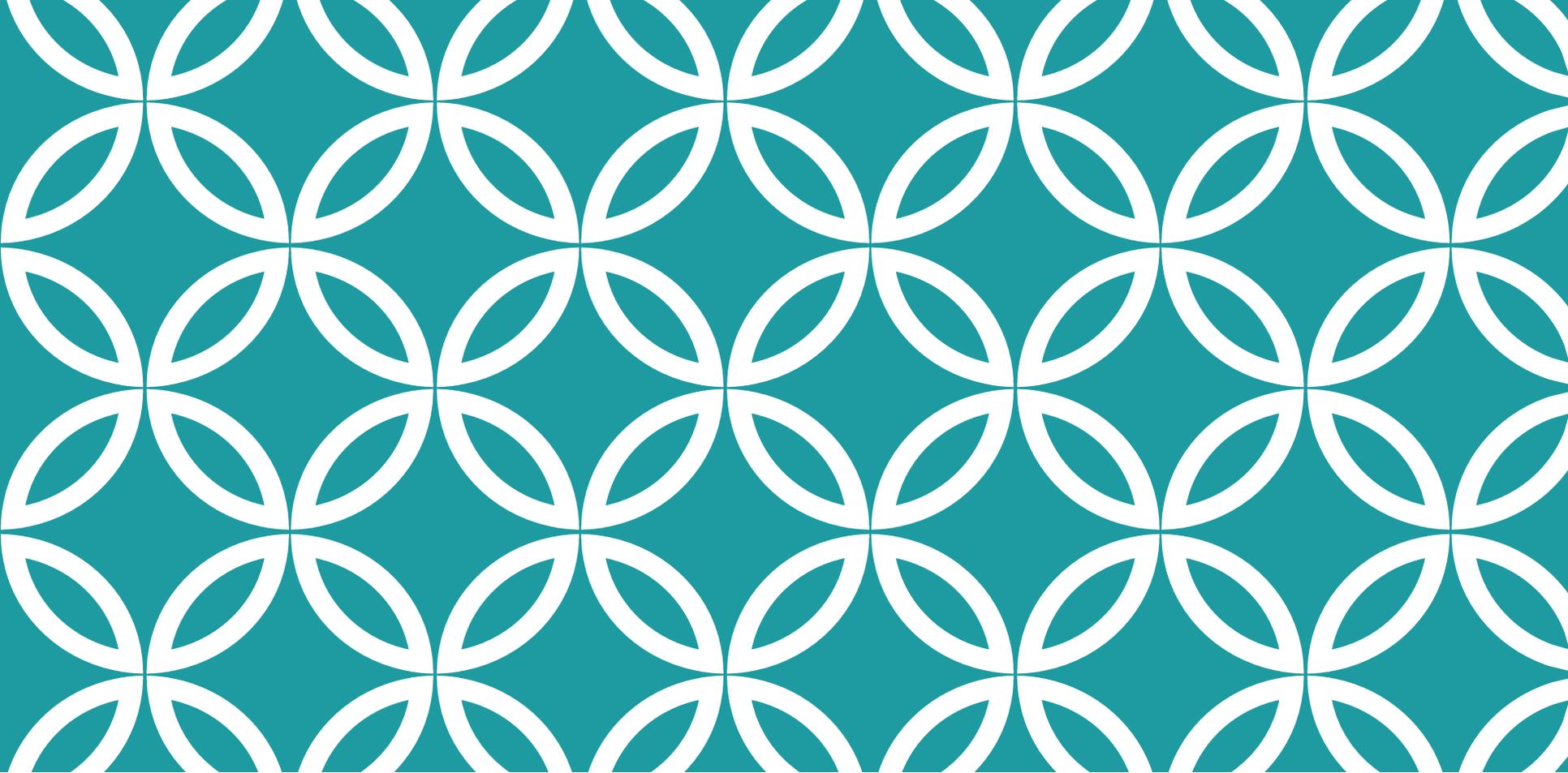
1. Order students by reading ability, academic achievement, language level (use relevant measure/data), content knowledge, etc.
2. Identify any specific student information that could influence group configurations.
  - Language level
  - Friends/enemies
  - Special learning needs
  - Bossy, easily off-task, quiet, very independent, etc.
3. Select the groups. Select two students from the top half of the list and two students from the bottom half of the list. Adjust groups of students who you believe will work well together.

# HOW - HETEROGENOUS GROUPS

1. Jaunita A
2. \*Jack A
3. Janice P GT/ADHD
4. \*Jaimie P Exited ELL
5. Jordan P ELL 4

---

6. Jillian PP
7. \*Jane PP
8. Jorge PP ELL 3
9. Jim U LD
10. Jany U LD/ADHD



**NEXT STEPS** |

## FOR NEXT TIME:

1. LOG IN TO THE CSR ONLINE TOOLKIT
2. TRY CLICK & CLUNK IN YOUR CLASSROOM

<http://toolkit.csrcolorado.org/>

Engaged  
in Meaningful  
Discussions

Focused  
on the  
Content

Guided  
by the  
Strategies

# Collaborative Strategic Reading

an innovative, effective approach to reading comprehension

## Welcome to the CSR Toolkit!

Log in to access FREE: classroom resources, professional development modules, and video examples of CSR.

### CSR Toolkit Login

Email address

Password

**LOG ON**

Remember me      [Forgotten password](#)

LOGIN – create an account



# 1. TO REVIEW— SEE CSR FOUNDATIONS PD: CLICK AND CLUNK

Using the CSR PD Modules

Print & Favorites Features

Earning PD Credit



**We'd love to hear from you!** 

## My PD Dashboard

Become familiar with Collaborative Strategic Reading by exploring the pages in the menu above, [About CSR](#). When you're ready to learn more, see the tabs on the left. You can begin the CSR Professional Development (PD) Modules at any time.

This page displays your progress through the CSR PD modules. It also includes quick access to any pages you select as "favorites."

**CSR FOUNDATIONS PD** | **CSR ADVANCED PD** | **FAVORITES**

 <p><b>Preview</b></p> <p><b>PROGRESS: 0%</b></p> <p><b>PREVIEW</b></p>	<p><b>CONTINUE</b></p>
 <p><b>Click &amp; Clunk</b></p> <p><b>PROGRESS: 5%</b></p> <p><b>CLUNKS &amp; FIX-UP STRATEGIES</b></p>	<p><b>CONTINUE</b></p>

# 2. FOR CLICK AND CLUNK INTRO LESSON FOR STUDENTS – GO TO CLASSROOM RESOURCES: STRATEGY INTRO LESSONS

Video Library
▶ Strategy Intro Lessons
Strategy Practice
Promethean Resources
Teacher Tips
FAQs



Each Strategy Intro Lesson provides an opportunity for students to learn and practice a new strategy by themselves and in pairs or small groups.

The Strategy Intro Lessons use a standard reading applicable to 5<sup>th</sup> – 9<sup>th</sup> graders. You can **change the reading** and **adjust sections of the lesson and lesson templates** to fit your curricular needs.

[Learn more about Strategy Intro Lessons on this FAQ page.](#)

## Preview:

- ▶ Strategy Intro Lesson Guide
- ▶ PowerPoint Lesson
- ▶ Strategy Intro Lesson Reading

## Click & Clunk:

- ▶ Strategy Intro Lesson Guide
- ▶ PowerPoint Lesson
- ▶ Strategy Intro Lesson Reading

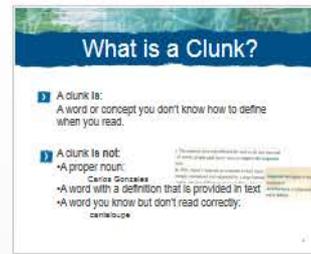
# CLICK AND CLUNK INTRO LESSON



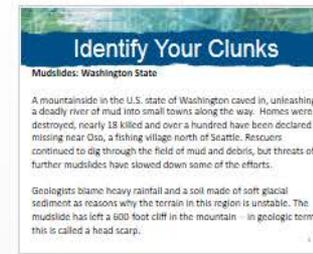
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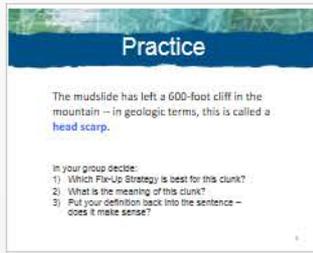
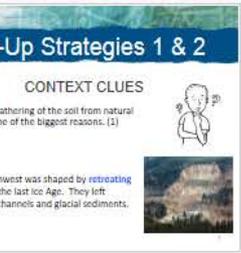
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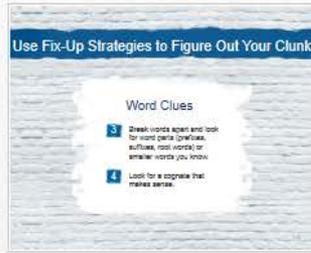
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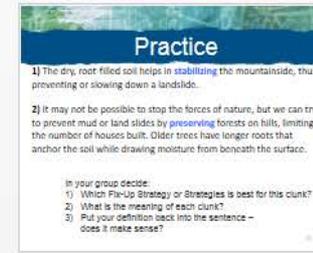
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9



10



11



12



\*Includes student handouts and lesson guide

# INTRODUCING CLICK AND CLUNK

- Take your time. Students need a lot of practice using Click and Clunk productively.
- Practice with individual fix-up strategies as needed.
  - See practice sheets on Online Toolkit.
  - Create your own.
- Be sure that students put the new definition back in the text to check that their definition makes sense.



**WHAT QUESTIONS DO  
YOU HAVE???**

**SEE YOU ON NOV. 5**

**-DEBRIEF CLICK AND CLUNK**

**-INTRO TO CSR STRATEGY: *GET THE GIST***