Peer Work to Support Academic Acquisition

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Learning objectives

Learners will:

1. Increase familiarity with peer work and its benefits.

1. Increase familiarity with the research base on peer work and its implications for practice.

1. Understand how to implement peer work in secondary settings.
Overview

1. Peer work and its benefits in supporting academic content acquisition in secondary settings.

1. Research on peer work for struggling readers at the secondary level.

1. Classroom specific examples of peer work activities designed for secondary settings.

1. Q & A
Peer work

Peer Work and Instruction

Students of the same age tutoring each other or working together as partners or in small groups to complete assignments (Maheady, Harper, & Sacca, 1988).
The benefits

• Provide ongoing, timely corrective feedback.
• Increased opportunities to respond and practice. (Hattie & Timperley, 2007)
• More effective use of teacher and student time.
• Increased instructional time.
• Increased peer interaction.
• Opportunities for students to improve generalizability of skills. (Vaughn et al., 2001)
What the research says

• Peer-mediated instruction provides opportunities to differentiate instruction and support students who struggle (Regan et al., 2015)

• Effectiveness in content-areas for students with disabilities at the middle and high school level = 0.48 effect size (Scruggs, et al., 2012).

• Effective at improving academic outcomes for students receiving special education services in both general education and special education settings (Okilwa & Shelby, 2010).

• Secondary struggling learners can improve in reading comprehension and/or content acquisition with peer-mediated interventions* (Wexler, et al., 2015).

• Evidence of social validity (Wexler, et al., 2015).
What the research says cont.

Common features of peer-mediated instruction which have isolated but promising support:

• Reciprocal tutoring
• Partner reading
• Peering more- and less-abled peers
• Use of small groups
• Use of Team Based Learning
• Use of computers to facilitate instruction

(Wexler, et al., 2015)
Implications for practice

1. Organize instructional activities to include flexible groupings—such as peer tutoring, partner reading, small cooperative groups, or student-led groups to practice and extend learning.
2. Group or partner better readers with struggle readers for reading activities.
3. Partner students to check each other’s work.
4. Ask pairs or small groups of students to answer comprehension questions.
Collaborative Strategic Reading

An Approach to Boost Comprehension

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**CSR STRATEGIES**

**BEFORE Reading**

**PREVIEW**

1. **Brainstorm**
   What do I already know?

2. **Read**
   - Title
   - Subtitle
   - Keywords

3. **Predict**
   What will I learn?

**DURING Reading**

**CLICK and CLUNK**

1. **Look for clunks:**
   - words or ideas I don’t understand.

2. **Use a fix-up strategy.**
   - Reread sentence with clunk.
   - Reread sentence before and after clunk.
   - Look for prefix, suffix, and root word.
   - Break the word apart.

**AFTER Reading**

**WRAP UP**

1. **Question**
   - Right There
   - Think and Search
   - Author and You

2. **Review**
   the most important information.

**GET the GIST**

1. Find the most important who or what.
2. Find the most important information about the who or what.
3. Write a 10-word gist statement.
CSR Learning Log for Informational Text

BEFORE READING: Preview

Brainstorm: Connections to prior knowledge

I think robots use electricity.

Predict: What I might learn about the topic

I will learn more about how robots may help people with disabilities.

DURING READING: Section 1

Clunks

\[\text{exoskeleton} = \text{a rigid case for the outside of the body}\]

Gist:

Robots can help physically disabled individuals with their movement.

DURING READING: Section 2

Clunks

\[\text{skeptical} = \text{unsure if it will work}\]

\[\text{motorized} = \text{something that has a motor}\]

Gist:

Some say the exoskeleton is difficult to operate and very expensive.

AFTER READING: Wrap-Up

Questions: Write questions and answers.

Who invented the exoskeleton robot?

A Japanese scientist named Sanka.

How have robots been used to assist people with different types of disabilities?

A type of robot is used to help people walk.

What other applications of the exoskeleton robot are possible?

We may be able to train athletes or play complicated video games with them.

Review: Write one or two of the most important ideas in this passage. Be prepared to justify your ideas.

Robots have the potential to assist disabled individuals overcome their disabilities.
Essential Student Roles

- **Leader:** Leads the group by saying what to read or which strategy to do next.

- **Clunk Expert:** Leads the group in trying to figure out difficult words or concepts.

- **Gist Expert:** Guides the group’s development of a gist and determines if the gist contains the most important ideas.

- **Question Expert:** Guides the students in their development of the three question types.
# Role cards

## CSR Leader

### Job Description
The leader's job is to guide the group through all the steps of CSR. The leader keeps track of time, keeps the group working, and makes sure everyone works together.

### During Reading
- **Read**
  - Who would like to read the next section?
- **Click and Clunk**
  - Write your clunks in your learning log.
- **Clunk expert, please help us.**

### Get the Gist
- It's time to get the gist. Gist expert, help us.

### After Reading
- **Wrap Up**
  - It's time to ask questions. Question expert, please help us.
- **Compliments and Suggestions**
  - Read the group to review what worked and what can be changed for next time.
  - Something that went well today was ______________________.
  - Next time we need to work on ________________________.
  - Is there anything else that would help us do better next time?

## CSR Cue Card

### Clunk Expert

#### Job Description
The clunk expert makes sure that students write their clunks in their learning logs. The clunk expert also helps students use fix-up strategies to figure out the meaning of unknown words or ideas.

#### During Reading
- **Click and Clunk**
  - Who has a clunk?
  - Does anyone know the meaning of the clunk?
- **IF YES**
  - Please explain what the clunk means and why you think so.
  - Let's review the sentence and make sure that definition makes sense.
  - (Check for understanding.)
- **IF NO, Use Fix-Up Strategies**
  - After you come up with a definition.
  - Write the definition in your learning log.
  - Let's review the sentence and make sure that definition makes sense.

### Question Expert

#### Job Description
The question expert guides the group in coming up with questions that address important information from the reading. The question expert makes sure that students ask different levels of questions. The question expert checks to see that all students write questions and answers.

#### During Reading
- Let's think of some questions to check whether we really understood what we read. Write your questions and the answers in your learning log. Remember to write different types of questions:
  - (Check that the question begins with who, what, where, why, when, or how.)
- Who would you like to share his or her best question?
- Who would like to answer that question?
- Where did you find the information to answer that question?
Click and Clunk

Fix-up strategies:
1. Reread the sentence with the CLUNK. Think about what would make sense.
2. Reread the sentences before or after the clunk, looking for clues.
3. Look for a prefix, root, or suffix in the word.
4. Use a cognate to decipher the meaning of the word (EL adaptation).

Strategies #1 & #2 use context clues
Strategies #3 & #4 use word analysis
Steps for Click and Clunk

1. After reading a section of text, stop and identify any words or phrases you do not understand. Write your clunks in your learning log.

2. 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.
### Steps to Get the Gist

1. Name the “who” or “what” the paragraph is mostly about.

2. Identify the most important information about the “who” or “what”.

3. Write the gist in about 10 words.
<table>
<thead>
<tr>
<th>Question Type</th>
<th>Skill Practiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right There</td>
<td>Remembering facts</td>
</tr>
<tr>
<td></td>
<td>Learning new content</td>
</tr>
<tr>
<td></td>
<td>Focus on most important information</td>
</tr>
<tr>
<td>Think and Search</td>
<td>Remembering facts</td>
</tr>
<tr>
<td></td>
<td>Learning new content</td>
</tr>
<tr>
<td></td>
<td>Remember several events in a plot or story line</td>
</tr>
<tr>
<td></td>
<td>Requires synthesis of information</td>
</tr>
<tr>
<td>Author and You</td>
<td>Writing and answering inference questions (e.g. The passage suggests which one of the following about the use of land?)</td>
</tr>
</tbody>
</table>
and review

• To review, students write down the most important ideas from the reading in their CSR learning logs.

• Students then take turns sharing their “best ideas” and provide evidence to support them during whole group lesson.
Collaborative Strategic Reading—High School

A Reading Comprehension Intervention for Adolescents With and Without Autism Spectrum Disorder

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Collaborative Strategic Reading—High School

**CSR—HS**

**BEFORE reading**
(2–3 minutes)

1. **LOOK AT:**
   - Title
   - Key words
   - Pictures

2. **VISUALIZE:**
   - Pictures
   - Demonstrations
   - Short video clips

**DURING reading**
(10–12 minutes)

1. **LOOK FOR:**
   Words or sentences that don’t make sense

2. **READ:**
   Answer questions about the topic

**AFTER reading**
(10–12 minutes)

1. **WRITE AND ANSWER QUESTIONS:**
   - Why or how
   - What, where, or who

2. **SUMMARIZE:**
   - Use graphic organizer
   - Tell what text was mostly about (person, place, thing, or idea)

3. **WRAP UP LESSON**
# Learning log

**Title of Text:**

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>I have looked at the:</th>
<th>□ Title</th>
<th>□ Key words</th>
<th>□ Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The key words are:</td>
<td>I have visualized the:</td>
<td>□ Pictures</td>
<td>□ Demonstrations</td>
<td>□ Video clips</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>During Reading</th>
<th>Fix Up Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>This does not make sense to me.</td>
<td>Now I get it!</td>
</tr>
<tr>
<td>__________________________</td>
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</tbody>
</table>
# Checklist and question stems

## Before Reading
- **Read** the title.
- **Looked** at the pictures or other visuals.
- **Visualized** about the topic.
- **Wrote** key words.
- **Checked** with partner for help if needed.

## During Reading
- **Read** the text or followed along.
- **Wrote** parts of the text that did not make sense.
- **Worked** with partner to fix text that did not make sense.
- **Worked** with partner to complete true/false activity.
- **Checked** with partner for help if needed.

## After Reading
- **Created** one “how” or “why” question and one “what,” “where,” or “who” question with the answer.
- **Wrote** questions and answers.
- **Asked** questions with partner.
- **Completed** graphic organizer.
- **Wrote** summary.
- **Checked** with partner for help if needed.

### Things to do:
Make connections with the topic.

### Things to say if you are stuck:
- Can you help me figure this out?
- I don’t know what this means.
- Do you agree or disagree? Why?
- I agree/disagree, and this is why...

### Things to say if you are stuck:
- Can you answer this question?
- What do you think is the most important “who” or “what”? Why?
- What is an important thing about the “who” or “what”?

## Why
- **Why are...**
- **Why did...**
- **Why is...**
- **Why was...**

## How
- **How are...**
- **How did...**
- **How much...**
- **How many...**

## What
- **What is...**
- **What are...**
- **What do you think will happen if...**
- **What is the reason that...**
- **What is the difference between...**
- **What do you think caused...**
- **What would you do if...**
- **What is one...**

## Where
- **Where are...**
- **Where did...**
- **Where is...**

## Who
- **Who is...**
- **Who are...**
- **Who did...**
Improving Content Knowledge and Reading Comprehension Among Adolescents

This work was supported by grant R305F100013 from the Institute of Education Sciences, U.S. Department of Education. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.
## Multi-component intervention

<table>
<thead>
<tr>
<th>PACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
</tr>
</tbody>
</table>

- Comprehension Canopy
- Explicit vocabulary instruction
- Text-based classroom discourse
- TBL Comprehension Check
- TBL Knowledge Application
Comprehension Canopy Routine  7–10 minutes

Materials

Video: “America, the Story of Us: First Continental Congress”

Introduce the Unit/Access Prior Knowledge

- What major obstacles did Britain’s colonists in North America face as they continued to push further west?
- What might have been the effect of greater prosperity in the American colonies, especially on their relationship with Britain?
- During the next couple of weeks, we will learn about the growing tensions between the colonists in America and their British rulers in America and England.

Springboard

- Introduce the video, “America, The Story of Us: First Continental Congress.”

This video is about the colonial delegates who were sent to Philadelphia in September 1774 for the First Continental Congress. It will prepare you to learn more about the colonists’ growing resistance to British rule.

- Provide purpose for viewing the video.

As you watch the video, write two reasons why the First Continental Congress was important.

- Prompt students to begin a “turn and talk” activity.

What would threaten your freedom enough to make you rebel? What are some ways to achieve victory without using force?

Present the Comprehension Question

State the comprehension question that will guide students’ learning throughout the unit.

Why were the American colonists willing to fight for their independence from the British?
**revenue**
Money a government collects in the form of taxes, fees, or fines

**Related Words:** income, taxes

**Example Usage:**
Britain needed more revenue to meet its expenses and pay the debt from the French and Indian War.

**Examples:** taxes, parking fines, driver's license fees  
**Nonexamples:** donations, refunds, new roads

**Turn and Talk:**
In your community and across the country, how does our government use the revenue that it collects?

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**petition**
A formal, written request to an official person or group

**Related Words:** appeal, plea

**Example Usage:**
American colonists sent many petitions to King George III, pleading with him to end his government's abusive policies.

**Example:** A letter signed by several neighbors requesting that the city build a park nearby  
**Nonexample:** A long Facebook post complaining about the price of gas

**Turn and Talk:**
What is the difference between a petition and “liking” a cause on Facebook?
The table below lists the revenue and spending of the U.S. government.

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenue</th>
<th>Spending</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>1,991,082</td>
<td>1,862,846</td>
</tr>
<tr>
<td>2007</td>
<td>2,567,985</td>
<td>2,728,686</td>
</tr>
<tr>
<td>2012 estimate</td>
<td>2,468,599</td>
<td>3,795,547</td>
</tr>
<tr>
<td>2013 estimate</td>
<td>2,901,956</td>
<td>3,803,364</td>
</tr>
</tbody>
</table>

Governments that spend more money than the revenue they collect often increase taxes to pay their debt. (Debt is the money that governments owe others.) This happens today, and it also happened after the French and Indian War. How do you think the colonists felt when their taxes were raised?

Finish the sentence below.

The French and Indian War caused... 
war debt for the British government, which caused... 
increased taxes on the colonists like the Sugar Act and Stamp Act, which caused... 

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Letter From Benjamin Franklin

(1) January 6, 1766
Sir,
I have attentively studied the paper you sent me, and I am of opinion that the measure it proposes, of a union of Great Britain with the colonies, is a wise one.

(2) However, Britain holds back the colonies in every branch of commerce that she thinks interferes with her own; she drains the colonies, by her trade with them, of all the cash they can make by every art and industry in any part of the world; and thus keeps them always in her debt. While these circumstances continue, it is still necessary or wise to tax the colonies, in a Parliament wherein they have no representative? And are the colonists to be thought unreasonable and ungrateful if they oppose such taxes?

What is Benjamin Franklin’s complaint?

(3) How, they say, shall we show our loyalty to our gracious King, if our money is to be given by others, without asking our consent? And, if the Parliament has a right to take from us a penny for every pound, where is the line drawn, and what shall keep Parliament from demanding, whenever they please, for the rest of the pound?

What does Benjamin Franklin fear the new taxes will cause?

(4) Have we then anything that we can call our own? It is more than probable that bringing representatives from the colonies to sit and act as members of Parliament would in a little time be worth the expense of collecting them and that the respect and affection of the Americans to Britain will in the struggle be totally lost, perhaps never to be recovered.

If the British government had listened to Benjamin Franklin, could war have been avoided? Why or why not?

(5) In my own private judgment, I think an immediate repeal of the Stamp Act would be the best respect and veneration for Parliament, and restore at once their ancient and natural love for this country and their regard for everything that comes from it.

I am, with much esteem, your obliged friend,

B. Franklin
Procedure

1. Complete the Comprehension Check individually.
2. Turn in the Comprehension Check.
3. Move into teams.
4. Complete the Comprehension Check as a team, using scratch-off cards. For each question, group members
   a. suggest an answer;
   b. cite evidence from unit text or notes;
   c. agree on an answer; and
   d. scratch off the answer—if incorrect, repeat the process.

Comprehension Check #1

Individual Directions: Mark your answer to each of the following questions.

Team Directions: For each question, (1) read, (2) discuss, (3) justify your answer, and (4) scratch off your card.

21. The Proclamation of 1763 angered colonists because it:
   A. Placed duties, or import taxes, on various goods brought into the colonies
   B. Imposed taxation without representation
   C. Tried to prevent colonists from forming representative governments
   D. Tried to prevent colonists from moving west in search of land

   Team Explanation of #21: Why is ___ the correct answer?

22. The Sons of Liberty and other angry colonists protested the Stamp Act by:
   A. Sending a petition to the House of Burgesses
   B. Destroying three ship loads of tea by throwing it into Boston Harbor
   C. Throwing rocks and ice balls at troops guarding the Boston Commons
   D. Attacking customs officials and destroying a boat: boycott of British goods

23. The British decided to tax the colonists in an effort to raise revenue. They needed this revenue to pay off debt caused by:
   A. The high price of sugar
   B. Loans to failing banks during the early 1750s
   C. The high cost of fighting the French and Indian War
   D. Mercantilist trade policies

24. The Sons of Liberty used news of the killings in the Boston Massacre as propaganda to:
   A. Encourage colonists to organize and fight the Irish
   B. Discourage colonists from boycotting taxed goods
   C. Discourage colonists from meeting in public places
   D. Encourage colonists to follow British law more carefully
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Competition of Causes of the American Revolution

Round 1: Early Causes
- The French and Indian War
- Colonists Moving into the Ohio River Valley
- Patrick Henry’s Speech to the House of Burgesses
- The Stamp Act

Semifinalist
- is more important because:

Finalist
- is the most important cause of the American Revolution because:

Round 2: Late Causes
- The Boston Massacre
- The Boston Tea Party
- The Intolerable Acts
- The First Continental Congress

Semifinalist
- is more important because:

Finalist
- is more important because:

Round 3: The Most Important Cause
- The French and Indian War
- Colonists Moving into the Ohio River Valley
- Patrick Henry’s Speech to the House of Burgesses
- The Stamp Act

Semifinalist
- is more important because:

Finalist
- is the most important cause of the American Revolution because:
References


CSR References


PACT References


Wanzek, J., Swanson, E., & Vaughn, S. (in review). Improving content acquisition and comprehension in general educational social studies for students with disabilities who are English language learners.
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