

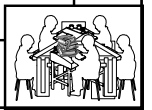
## Collaboration and Inclusive Reading Practices in General Education Classrooms



### Preparing to Teach Students in the General Curriculum



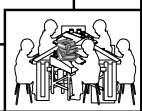
- Inclusion and mainstreaming tend to dominate special education policy.
- Co-teaching and collaboration are common practices for special educators.



### Preparing to Teach Students in the General Curriculum



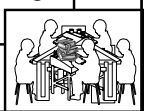
- General education remains very traditional (particularly at secondary level)
- Tends to fail to meet the needs of students with disabilities
- Pure constructivism discounts individual gaps in basic skills




### Cooperative Learning




- Inclusive practice for secondary reading.
- Supporting students with peer support
- Criticisms of cooperative learning












## Cooperative Learning




- Need for individual accountability
- Group reward and interdependence
- Students should perform roles that will make them successful




## Collaborative Reading Groups


## What are Collaborative Reading Groups?





- Like book clubs.
- They give students a chance to help each other with reading.
- It's a chance for students to talk with other kids in class about what they read.






## What's the first thing you do?




- The teacher will have something important for the class to read in class.
- The first step is to figure out how you want to handle the reading.
- Some teachers will read it aloud.
- Sometimes the members of the group will read without the teacher.










## How does it work?






- As a group, you should talk about what you just read, like you would when you talk about your favorite movie or video game. It's a normal conversation. It should be fun.
  - **Everyone takes a job or role.**  
It's like being on a sports team.  
Everyone does part of the work to be successful.


## What are the roles?



- *Questioner*
- *Passage Master*
- *Vocabulary Enricher*
- *Connector*
- *Illustrator*








## Questioner




The *Questioner* writes down a few questions that came up during the reading.

- What were you wondering about while you were reading?
- Did you have questions about what was being described?
- ...what the whole thing meant?








## Passage Master




The *Passage Master* picks a few special sections of the reading to share.

- The idea is to help people notice the most interesting, funny, puzzling, weird or important sections of the text.






## Vocabulary Enricher




**The *Vocabulary Enricher* looks out for a few especially important words in the reading.**

- If you find words that are tough, confusing, or unfamiliar, mark them while you are reading and then later write down their definition, either from a dictionary or from your discussion.




## Connector




**The *Connector* tries to make connections between what the group is reading and the world outside.**

There are no right or wrong answers. Whatever the reading connects you with is worth sharing!

*What does this make you think about?*








## Illustrator




**The *Illustrator* draws a picture related to the reading.**

- a sketch, cartoon, diagram, flow chart, or stick figure scene.
- something that the reading reminded you of
- a picture that shows any idea or feeling you got from the reading.








## Roles in the Group




**Once everybody has finished reading the article or book section, everyone takes a turn sharing their role with the rest of the group.**

For example, the *Illustrator* might share a drawing with the rest of the group that shows something from the reading.










How do you know which role to pick?



- Sometimes your teacher will pick for you
- If not, you should think about what you do best. What's your talent?
- In every group there will be some members who are best at reading, some who are best at explaining things (talking), and some who are the most creative or artistic.






How do you know which role to pick?




- If you are a good reader, you like to be a leader, and you can handle a tough job... you might want to be

**the Questioner**






How do you know which role to pick?




- If you are a good reader and you have a good eye for detail you might want to be

**the Passage Master**







How do you know which role to pick?



- If reading is not your favorite thing to do and you are a very creative person who likes to come up with weird or unique ideas... you might want to be





**the CONNECTOR**







How do you know which role to pick?

- If you are a good reader and you like to learn new words or find words that your friends don't know... you might want to be **the Vocabulary Enricher**

How do you know which role to pick?

- If reading and writing are not your best talents, but you're creative and artistic... you might want to be **the Illustrator**










What does the teacher do?

Students are responsible for supporting each other's learning.



The teacher helps with:



- challenging reading passages
- tough words
- keeping your roles
- adding to the conversation

Elementary Literature Circles





- Questioner
- Clarifier
- Summarizer
- Predictor
- Artist







## Questioner

- This person is to ask the group a question related to the text typically using with a “who, what, when, where or why” type of question.







## Predictor

- This student’s role is to predict what they think will happen in the story next.





## Clarifier

- This student clarifies any word someone has difficulty pronouncing or to explain any concepts students have difficulty understanding. They are also designated as the person who has permission to call over the teacher if something cannot be addressed by the group



## Summarizer

- This student provides a verbal summary of the story (10 words or less) and the group counts as the student retells the main points of the story.





# Artist



- This student can be doodling while the reader is reading the story but the doodles should relate to the content of the story.

