

Rowan University

## Rowan Digital Works

---

Theses and Dissertations

---

6-23-2005

# The effects of collaborative strategic reading among third grade students

Inez Lee Barberio  
*Rowan University*

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Elementary Education and Teaching Commons](#)

---

### Recommended Citation

Barberio, Inez Lee, "The effects of collaborative strategic reading among third grade students" (2005).  
*Theses and Dissertations*. 964.  
<https://rdw.rowan.edu/etd/964>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact [graduateresearch@rowan.edu](mailto:graduateresearch@rowan.edu).

THE EFFECTS OF COLLABORATIVE STRATEGIC  
READING AMONG THIRD GRADE STUDENTS

by  
Inez Lee Barberio

A Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Science in Teaching Degree  
of  
The Graduate School  
at  
Rowan University  
June 2005

Approved by

Date Approved

6/23/05

## ABSTRACT

Inez Lee Barberio  
THE EFFECTS OF COLLABORATIVE STRATEGIC READING AMONG THIRD  
GRADE STUDENTS  
2004/2005  
Dr. Randall Robinson  
Master of Science in Teaching

The purpose of this study was to determine whether the use of Collaborative Strategic Reading in a third grade class significantly improved test scores in vocabulary and comprehension in a given social studies unit exam. Two third grade classes were researched. The use of CSR was compared to the testing results of another third grade class that was taught through the use of traditional “textbook” teaching methods. The researcher taught the experimental group through the use of CSR while the control class was taught by their regular classroom teacher. Each class was tested using the same pretest and posttest. Mean test scores showed that students who used CSR scored higher than the control group. However, when the exam scores were calculated in both classes through the use of the *t* test, the results did not prove to be highly significant when compared to a 0.05 probability level. While the students who used CSR had a positive reaction through its use, additional testing would need to be given to determine its reliability.

## Acknowledgments

It is through these incredible people that I have had the opportunity to have a wonderful graduate experience and to survive it as well! I would like to thank the following individuals for their support in helping me make it through the completion of this thesis:

To my husband Louis T. Barberio III and my son Joseph D. Rivera for their unconditional love and patience. They have been incredibly supportive through my late nights studying and many missed dinners.

To my parents for teaching me the importance of education and always encouraging me to never stop learning.

To Dr. Randall Robinson, my advisor, for his unending assistance, guidance, and patience throughout this entire project. He is one of the few educators in my life that has truly made a lasting impact on me. I hope to one day become the great teacher to my students as he has been for me.

To my elementary cohorts, Erika, Karen S., Karen M., Christy, Theresa and Leandra. They have been incredible classmates and I look forward to continuing our friendships that we have established during the last year. They will all make wonderful teachers.

## Table of Contents

	Page
ACKNOWLEDGMENTS.....	iii
LIST OF TABLES.....	vi
Chapter I: Scope of the Study.....	1
Introduction.....	1
Statement of the Problem.....	2
Statement of the Hypothesis.....	2
Limitations of the Study.....	2
Definition of Terms.....	4
Chapter II: Review of Literature.....	6
Introduction.....	6
Research on Cooperative Learning.....	6
Research on Collaborative Strategic Reading.....	10
Teaching Strategies.....	11
Roles of Cooperative Groups.....	13
Factors that Contribute to Achievement Effects of Cooperative Learning.....	14
Chapter III: Methods.....	17
Introduction.....	17
Sample.....	17
Procedures.....	18
Instruments.....	20
Chapter IV: Analysis of Findings.....	21
Introduction.....	21
Tabulation of Raw Scores.....	21
Tabulation of the t-test.....	23
Analysis of Data.....	24
Chapter V: Summary, Conclusion and Recommendation.....	26
Introduction.....	26
Summary of the Problem.....	26
Summary of the Hypothesis.....	27
Summary of the Findings.....	27

Conclusions..... 27  
Implications and Recommendations..... 28

REFERENCES..... 30  
APPENDIX A..... 32  
APPENDIX B..... 34  
APPENDIX C..... 36  
APPENDIX D..... 40

## List of Tables

Tables	Page
1. Pretest/Posttest Scores for Control Group.....	22
2. Pretest/Posttest Scores for Treatment Group.....	23
3. Comparison of t-test and Mean Differences.....	24

## Chapter I

### SCOPE OF THE STUDY

#### Introduction

Many teachers are becoming more aware of the necessity to find alternative ways of teaching to meet the needs of a heterogeneous classroom. Collaborative Strategic Reading (CSR) is an instructional approach used to build reading comprehension and vocabulary by teaching students to work cooperatively (Klinger & Vaughn, 1998).

Collaborative Strategic Reading teaches students to work collaboratively and learn different viewpoints of reading content from fellow students. By working together students of different reading abilities are given the opportunity to contribute to their group. The students may also strengthen their self-esteem through participation of the discussions. It is important for students to learn from one another. Studies have shown that social development is directly correlated with academic progress (Bornstein & Lamb, 1999). As children work together, they are offered the benefit of understanding a topic on a level more suited to their aptitude of understanding. Students are assigned roles in CSR lessons that they must fulfill together. Roles are an important aspect of CSR strategy because cooperative learning seems to work best when all group members have been assigned in a meaningful task (Klinger & Vaughn, 1998). Studies in CSR have shown that students that work together in collaborative groups are more successful in their reading comprehension. Children are also encouraged to promote a more positive



classroom environment as regular education students and special education students socially interact with one another (Vaughn, 2000).

### Statement of the Problem

The concern for finding a teaching method to address the needs of all students has been an issue of research for many years. Teachers have been faced with the problem of formulating teaching strategies away from the traditional “textbook teaching” and the excessive use of worksheets. These conventional methods were not found to be effective for the classroom as a whole. Collaborative Strategic Reading was used as the focus of this study to determine whether or not teacher directed instruction to collaborative groups increased student comprehension as opposed to other traditional methods of teaching (Slavin, 1983).

### Statement of the Hypothesis

The hypothesis tested in this study was that students who worked cooperatively through the use of techniques adherent to Collaborative Strategic Reading will score significantly higher when tested on comprehension and vocabulary than the students who did not receive Collaborative Strategic Reading techniques.

### Limitations of the Study

As the researcher conducted the strategies of Collaborative Strategic Reading in the classroom, limitations to the study were encountered during the seven-week period. First, the study was limited to the availability of third-grade students within the school. It

is not known if the methods of CSR would have been more or less effective if it was able to be tested with a greater population of third grade children within or outside of the school district.

Second, the researcher primarily monitored the students' progress within the experimental group. The researcher did not have any direct contact with the control group. If the researcher had the opportunity to monitor the students of the control group during the social studies lessons, the researcher may have been able to compare the control and experimental group in a more tangible manner. Since the control group was taught through the students' regular classroom teacher, it was not certain how much additional time or preparation he may have given the students to prepare for the test.

A third limitation of the study may have resulted due to the students understanding or lack of understanding of the process of Collaborative Strategic Reading. While some students were comfortable with the methods of CSR within the first day, other students had more difficulty engaging in the use of it.

A fourth limitation to the study resulted from the attempt to use the methods of CSR for consecutive days based on the lesson. Uncontrolled by the researcher, there was a two week gap where the students did not have social studies due to the New Jersey Ask 3 exam and spring break. Absenteeism and assemblies were also uncontrolled and thus may have affected the results.

A fifth limitation of the study consisted of using CSR solely in the subject of social studies. The students' predetermined interests of this particular subject may have altered the final results as well.

A sixth limitation was encountered through the pretest and posttest. The tests were administered within a seven week period. The results of the study may have proven to be different if the time elapsed was longer or shorter.

Finally, parental involvement in the subject matter outside of school also made it difficult to determine whether the students truly improved based solely on the methods of CSR. Based on discussions with students, some parents were more inclined to assist students on preparing for the exam while other students did not receive this support.

### Definition of Terms

The following terms were defined for the study:

Click and Clunk: A method that allows students to monitor their reading comprehension and discuss parts of a passage they do not understand. Click refers to reading what makes sense to the students. The passage flows easily and the students are able to smoothly continue to the next passage.

Clunk refers to when the reading slows down. There is either a difficult word or sentence that the student does not comprehend and thus the whole group must use “fix-up” strategies to make sense of the clunk (Klinger & Vaughn, 1998).

Collaborative Strategic Reading: A method of instruction that use four specific strategies: Preview, Click and Clunk, Get the Gist, and Wrap Up. These methods are used by students working together in groups of various reading levels for the purpose of building reading comprehension and strengthening vocabulary (Klinger & Vaughn, 1998).

Get the Gist: Students identify the most important idea within a paragraph. This step teaches students to summarize the most important points and understand what was read. The students ask each other what the most important person, place, or thing was associated within the paragraph (Klinger & Vaughn, 1998).

Preview: Students brainstorm on the selected topic prior to reading the selection. Students discuss what they already know about the topic and predict what will be discovered in the passage. The purpose of preview is to activate student interest in the topic. Previewing lasts for approximately 2-3 minutes of CSR (Klinger & Vaughn, 1998).

Wrap Up: After reading, students ask and answer questions to each other. The goal is to improve students' knowledge, understanding, and memory of what was read (Klinger & Vaughn, 1998).

## Chapter II

### REVIEW OF LITERATURE

#### Introduction

The researcher examined the use of Collaborative Strategic Reading during a social studies unit in a third-grade classroom. The study tested whether the use of CSR significantly improved reading comprehension and vocabulary scores on the unit exam compared to students who were not taught through CSR but rather through traditional “textbook” teaching.

Chapter II is a review of literature pertaining to the use of CSR. It identifies the research based studies of students working in collaborative groups as well as research of CSR. Additionally, this chapter reviews teaching strategies, roles of cooperative groups, and factors that contribute to the achievement effects of cooperative learning.

#### Research on Cooperative Learning

During the early 1970’s until today, hundreds of studies have been used to determine the achievement effects of cooperative learning with students. Studies have been conducted both in the field and in laboratories. Through these studies, a great deal of knowledge about the effects of cooperative methods and the mechanisms that produce these effects have been identified. Furthermore, it has been found that millions of teachers have used cooperative learning at some level. A national survey found that 79%

of teachers and 62% of middle school teachers reported some use of cooperative learning in classrooms (Puma, Jones, Rock & Fernandez, 1993).

According to Robert E. Slavin of John Hopkins University, there are four major theoretical perspectives on cooperative learning and achievement. He identified these as motivational perspectives, social cohesion perspectives, developmental perspectives, and cognitive elaboration perspectives (Slavin, 1995).

Motivational perspectives pertain to the reward or goal that students receive based on cooperative learning. In cooperative learning situations, the incentive structure creates an environment where the only way a student's personal goal can be met is if the entire group succeeds (Slavin, 1995).

In order for personal goals to be met, group members encourage each other to reach their maximum effort as well as assist each other when needed. By having students work together towards a common goal, stereotypes of nerds and teacher's pet can be avoided. This in essence assists students in working towards academic achievement and is thus rewarded through social reinforcers such as praise and encouragement (Slavin, 1995).

To promote group motivation, a critical component of cooperative groups is through the use of group rewards. The rewards are based on the individual learning of all group members (Slavin, 1995). For example, the quizzes of all group members are averaged into one score. This ensures accountability of all individual members and encourages students to focus on assisting one another in an effort to help each other achieve. If group rewards were based solely on one group product, for example one

worksheet, there is little motivation for the group to participate as a whole and it is likely that only one or two group members may complete the entire sheet (Slavin, 1995).

Another theoretical perspective of cooperative learning is that achievement of a group is correlated to the social cohesiveness of the group members. Students help one another because they want to see each other succeed. This is similar to the motivational perspective; however the differences lie such that through the motivational perspective, the group members help each other because they want to individually achieve whereas through the social cohesion perspective, group members genuinely care about the group as a whole. A prominent aspect of social cohesion is that there is a teamwork environment within the group. Students prepare group activities to promote cooperative learning. Social cohesion theorist S. Cohen stated:

...if the task is challenging and interesting, and if students are sufficiently prepared for skills in group process, students will experience the process of groupwork itself as highly rewarding...never grade or evaluate students on their individual contributions to the group product. Students investigate a topic together and ultimately present their findings as a whole (Cohen, 1986, p.69-70).

Developmental theorists' fundamental theory of cooperative groups is that the interaction among students in tasks raises their mastery of these concepts (Slavin, 1995). Children who work together at similar ages are likely to be operating with each other's zone of proximal development. By working through a collaborative group, their behaviors are more advanced as opposed to working individually. Vygotsky (1978, p.86) defined the zone of proximal development as the distance between the actual development level as determined by independent problem solving and the level of potential development as predetermined through problem solving under adult guidance or in collaboration with more capable peers.

Based on studies of cooperative learning, many theorists have suggested increased use of cooperative activities in schools. They believe that through student interaction, greater success can be achieved. Students learn from one another based on discussions, disagreements, and peer collaboration. Thus, a higher-quality of understanding will occur (Damon, 1984).

Damon (1984) also focused on the developmental perspective and proposed a “conceptual foundation for a peer-based plan of education.” He argued that peers motivate one another through mutual feedback and debate, thus finding better solutions for problems. He also felt that the experience of peer communication can assist a child in the social process as well as provide a forum for generating creative ideas. These ideas of Damon hold true to the ideals of Piaget, Vygotsky, and Sullivan perspectives on peer collaboration.

The cognitive elaboration perspective is quite different from the developmental viewpoint. Research in cognitive psychology concludes that if information is to be retained in the memory and related to information already in the memory, it is necessary for the learner to engage in an activity of cognitive restructuring (Wittrock, 1986). One of the most beneficial ways of achieving this is through explaining the material to another student. Through this method, one student reads the material while the other retells the information. This way helps both students recall the information found in the text. The roles are then switched and the process is repeated. Research has shown that through this method of cooperative learning, more material is retained than by an individual student working alone (O’Donnell & Dansereau, 1992).



While each of the four perspectives hold true to some rationale, each only apply in certain circumstances. Research used in each perspective tends to set conditions that are favorable for what it is trying to achieve. Continued research has shown that achievement levels of cooperative learning intertwine all four perspectives. Overall, it has been found that group goals lead to group cohesiveness, caring about group members, making each member feel responsible for one another's achievement, and motivating students to enhance learning (Slavin, 1995).

### Research of Collaborative Strategic Reading

Collaborative Strategic Reading is a method used to improve student reading comprehension and vocabulary. It is a great tool to use for students with learning disabilities since it gives them the opportunity to contribute to a group (Klinger & Vaughn, 1998). Research has shown that cooperative learning has produced favorable results for limited English proficient (LEP) students as well (Duran & Szymanski, 1995). Students benefit by learning from one another. Through peer interaction, students are able to encounter increased opportunities for academic success. Through the strategies of CSR, students are expected to complete the task with limited intervention by the teacher. Students are each assigned roles in CSR and are each responsible for their individual task. As the tasks are achieved, the students work within their cooperative group to achieve a group goal. The extent to the goals being achieved is determined by the interaction of the group members as well as the quality of student discourse (Johnson & Johnson, 1989).

Collaborative Strategic Reading has consistently proven to be an effective means of gaining comprehension and vocabulary achievement. In one study, comprehension

and vocabulary acquisition greatly improved among 10 and 11 year old bilingual students when taught the methods of CSR in science (Klinger, 1997). Another study with 9 and 10 year old students in three culturally and linguistically diverse classrooms found that when integrated with average and high-achieving students through the use of CSR, these students scored significantly higher on standardized reading tests compared to their counterparts who did not use CSR (Klinger, Vaughn, & Schumm, 1998).

Teachers initially present the strategies of CSR to the students. In order to assist the students to understand the process, the teacher models the steps through role playing and think-alouds. As the students become comfortable with the steps of CSR, the class is broken into heterogeneous groups where each student is assigned a role. The students then work together collaboratively to implement the strategies (Klinger & Vaughn 1998).

#### Teaching Strategies

Collaborative Strategic Reading is taught through four strategies: Preview, Click and Clunk, Get the Gist, and Wrap Up. Preview is used solely prior to reading the text and Wrap Up is used only after reading the text. Click and Clunk and Get the Gist are used throughout the CSR process (Klinger & Vaughn, 1998).

Students begin CSR by *previewing* the entire passage. The purpose of previewing is for the students to (a) learn as much about the passage as possible, (b) activate prior knowledge, and (c) make predictions of the text (Klinger & Vaughn, 1998). By previewing the material, students may also gain an interest on the topic.

Teachers may want to brainstorm with students to introduce the method of previewing. A real life example a teacher may use on previewing is by discussing a

movie preview. The teacher may ask students what they have learned about a movie by watching its preview. It is also suggested that students are taught to preview the passage by reading titles, bold words, subheadings, tables, graphs, and pictures. This gives the students the opportunity to gain an overview about the selection they are about to read. Students are given approximately 2-3 minutes to perform this task (Slavin, 1995).

The next step to CSR involves *click and clunk*. The purpose of click and clunk is for the students to monitor their reading comprehension and identify areas and/or words of the passage that they do not understand. Click refers to what the student understands while clunk signifies a difficulty of comprehension. For instance, when a student understands the meaning of a sentence or word, it “clicks” thus, when a word or idea does not make sense to the student, it is referred to as a clunk. Since many students are not prone to monitor their comprehension, clicking and clunking teaches students to pay attention to what they do and do not understand (Klinger & Vaughn, 1998).

As students identify their clunks, the group works together to identify the meaning(s). The students use a series of four fix-up strategies to make sense of the clunks. First they reread the sentence without the word and use context clues within the sentence to identify the meaning. If students need further assistance, the next step is to reread the sentences prior and after the sentence with the clunk. Students may also search for prefixes and suffixes to help identify the word. Finally, students can attempt to break the word apart to identify smaller words that the students may already know (Klinger & Vaughn, 1998).

The third step of CSR is *get the gist*. The goal of getting the gist is for students to summarize in their own words what they have read. This step allows students to improve

their understanding of the passage and retain the information read. Teachers teach this strategy by prompting students to identify the most important person, place or thing. The students are then told to restate in their own words the most important idea about that person, place, or thing. Students are to convey these ideas in as few words as possible (Klinger & Vaughn, 1998).

Finally, students *wrap up* what they have learned. The goals are to improve the students' knowledge, understanding, and memory of what was read (Klinger & Vaughn, 1998). Students are to ask each other questions based on the passage using who, what, when, where, and how. Other members of the group are responsible for answering the questions. Students are to take turns sharing what they have learned with their cooperative groups (Klinger & Vaughn, 1998).

#### Roles of Cooperative Groups

As students develop understanding of the strategies of CSR, they are ready to be assigned in role in their cooperative groups. Roles are an important part of CSR since it gives each student a meaningful task. Roles consist of a leader, clunk expert, announcer, encourager, reporter, and time keeper (Klinger & Vaughn, 1998).

The leader of the group is responsible for giving group members instruction of what to read and what strategy to follow. The student assigned as the leader is allowed to ask the teacher questions as needed. The clunk expert reminds group members the steps involved on decoding difficult words or concepts. The role of the announcer is to call on different students for ideas and is responsible for making sure that all members are participating. The role of the encourager is to watch the group and offer feedback and praise to group members. He/she also offers suggestions to the group for improvement.

The reporter reports to the group the main idea of the passage and shares questions during wrap up. Finally, the time keeper keeps track of how much time is remaining for each portion of CSR. While not all roles need to be assigned within each cooperative group, additional roles may be developed as well (Klinger & Vaughn, 1998).

Aside from the individual group members' roles, two major responsibilities are given within the cooperative learning group: to complete the assigned task and to make sure that all other members of their group do likewise (Johnson & Johnson, 1989).

#### Factors that Contribute to Achievement Effects of Cooperative Learning

Continued research on cooperative learning has focused on the most effective methods used to achieve high results. As noted, Collaborative Strategic Reading has been found to be an effective method of teaching reading comprehension and vocabulary to average achieving students, learning disabled, LEP students, and high achieving students. Through the collaboration of students at different levels within a cooperative group, results have found to be effective for the group members as a whole (Klinger, Vaughn, & Schumm, 1998).

Researchers of cooperative groups have concluded that cooperative learning has its greatest effect on student learning when groups are recognized or rewarded based on the individual learning of their members (Slavin, 1995). Individual accountability is important in encouraging students to help one another within the group. Studies have consistently shown that students who assist each other with explanations within their cooperative groups are the ones who learn the most. To give or receive answers without explanation reduced the achievement results (Webb, 1992).

In a series of studies that assessed cooperative learning strongly supports the importance of group goals. Studies of methods with group goals and individual accountability compared to groups who did not use this method produced a higher median effect. For instance, the median effect of fifty-two studies who used cooperative groups was +.32 compared to a median of +0.7 of a group of twenty-five studies that did not incorporate group goals. Seventy-eight percent of the studies that used cooperative groups resulted in significantly positive effects with no negative effects reported (Slavin, 1995).

Though some researchers are opposed to using group rewards, for fear of lack of long-term motivation, there has been no evidence to show that this is relevant. Long-term achievement has also shown not to be negatively effected by group rewards. On the contrary, among multi-year studies, methods that use group rewards have shown to enhance achievement gains over time (Stevens & Slavin, 1995).

Several studies have focused on who benefits from cooperative learning. Collaborative Strategic Reading has proven to assist all levels of students. An argument of whether high achieving students are left back by their slower achieving counterparts has frequently been addressed. Research has shown that high achievers benefit greatly since they are usually the group members to give elaborate explanations during the collaborative process. However, there has also been evidence to show that low achievers gained the most (Slavin, 1995).

There have been some studies to determine if cooperative learning effects students of different ethnicities. There have been several positive effects found for black students as well as students of other backgrounds (Slavin, 1995).

The greatest amount of study for CSR has been conducted on students with learning disabilities (LD) and limited English proficient (LEP) students. Through cooperative learning, there have been many favorable results for these students (Madden & Slavin, 1983). Peer interaction has allowed LEP students to gain language support from their bilingual peers (Cohen, 1986). In a study conducted by Klinger and Vaughn, it was found that Chinese-speaking English language learners with learning disabilities improved significantly on reading comprehension and English acquisition through the use of CSR. Teachers also noted that students' participation in group discussions increased. Thus, CSR created a learning environment and social interaction among peers for strengthening reading comprehension (Klinger & Vaughn, 1998).

## Chapter III

### METHODS

#### Introduction

The researcher examined the testing results of comprehension and vocabulary of third-grade students who were taught using the methods of Collaborative Strategic Reading to students who were taught using traditional “textbook” teaching methods. Teachers have been faced with the challenge of finding new methods to address students with different needs. Conventional methods such as “textbook” teaching were not found to be effective for students as a whole (Klinger & Vaughn, 1998). The researcher studied the use and methods of CSR to determine whether its strategies were beneficial on increasing testing scores of vocabulary and comprehension skills.

The researcher hypothesized that students who worked cooperatively through the use of techniques adherent to Collaborative Strategic Reading will score significantly higher when tested on comprehension and vocabulary than the students who did not receive Collaborative Strategic Reading techniques.

#### Sample

The study researched students from a suburban elementary school district in southern New Jersey. It was a community of low socioeconomic status. According to the Public School Review website (2004), forty-three percent of the students were eligible for free or reduced lunch. The sample included third-grade students between the ages of eight and nine years old. In the control group there were twelve 9 year old and 8



eight year old students in the study. The experiment group contained eleven 9 year old and six 8 year old students.

The students from each class had various reading levels. Their reading levels were determined through SRA Horizon's Reading Program testing during the beginning of the school year. Third-grade reading levels were divided into high, middle, and low. The experiment group had 5 low level readers, 6 middle level readers, and 6 high level readers. The control group did not have any low level readers, 10 middle level readers, and 8 high level readers. Cooperative groups in the experiment group were separated into 4 groups with at least one reader from each of the three levels.

The experimental group consisted of 17 students who were taught to use the methods of Collaborative Strategic Reading. There were 10 boys and 7 girls. Two of the students went to resource room for reading and five students received speech therapy once a week. The experimental group was taught by the researcher through the use of Collaborative Strategic Reading.

The control group consisted of 18 students from another third-grade classroom. There were 10 boys and 8 girls. One student attended resource room for reading while four students received speech therapy. The teacher from the control group used traditional "textbook" teaching methods for his lessons.

### Procedures

Explanation of the study and Collaborative Strategic Reading was given to the teachers, parents and principal of the school. The researcher explained the methods of CSR, the subject matter used during testing, current benefits of CSR found in related

literature, and any effects that the students may have through their participation of the research.

A letter was drafted to describe the study and availability of the researcher. This included contact information for anyone who had additional questions related to the study (appendix A). A letter was received by the principal in agreement of the research (appendix B).

A pretest was administered to the students during January 2005. The pretest was a commercially produced exam (appendix C). The first part consisted of matching vocabulary words to the correct definition. The second part contained comprehension questions related to the unit of study. The pretest was used to determine what prior knowledge, if any the students had on the material.

The experimental group was taught the steps of Collaborative Strategic Reading and how to use them (see appendix D for lesson plans). Social studies was taught 3 days a week. Collaborative Strategic Reading was specifically used for 7 lessons during the 7 week time frame of the unit. The researcher modeled the steps and reviewed the procedures with the students.

The classroom teacher of the control group used traditional “textbook” teaching methods through the use of the instructions provided by the authors of the textbook.

The researcher and the classroom teacher of the control group administered the posttest to the students in April 2005. The posttest was the same exam as the pretest.

The posttest was used to determine if vocabulary and comprehension scores improved significantly with students who were taught through the use of Collaborative Strategic Reading to students who were taught with traditional “textbook” methods. At

the conclusion of the study, scores from the experimental group and control group were compared.

### Instruments

In order to determine the amount learned for each group, students were given a commercially prepared pretest and posttest (appendix C). Part one of the test consisted of vocabulary. The students need to match the phrases on the left with the correct words on the right. Ten questions were tested on this portion. The second part of the exam tested the students' comprehension. Four comprehension questions were given testing what the students have learned throughout the unit. The answers were to be written in short answer format in complete sentences.

## Chapter IV

### ANALYSIS OF FINDINGS

#### Introduction

Studies have shown that students who use a form of cooperative learning in the classroom improve both academic achievement and social skills (Slavin, 1991). Researchers have found that conventional methods such as “textbook” teaching have not been effective for students as a whole (Klinger & Vaughn, 1998). The effect of Collaborative Strategic Reading on a third grade population was studied in this research to determine whether the use of CSR was beneficial on increasing test scores on vocabulary and comprehension skills. The researcher utilized a pretest and posttest in two third grade classrooms. The researcher taught a social studies unit to the experimental group by the methods of CSR, while the control group was taught the same lesson by the regular classroom teacher using traditional “textbook” teaching methods.

#### Tabulation of Raw Scores

Prior to introducing the social studies unit, a pretest was given to both the control and experiment group. The test consisted of 10 vocabulary matching questions and 4 comprehension questions related to the unit. The test used was a commercially produced exam. After the unit was completed, both groups were given an identical posttest.

In the control group, 16 out of the 17 students scored higher on the posttest than the pretest, while one student scored the same on both tests. The mean and standard

deviation were also computed. The mean for the pretest was 64.71 with a standard deviation of 22.74. The mean for the posttest was 88.53 with a standard deviation of 16.37 (see table 1).

table 1

Pretest/Posttest Scores for Control Group

Student	Pretest	Posttest
1	95	95
2	40	100
3	95	100
4	40	100
5	25	55
6	85	100
7	35	45
8	60	90
9	65	100
10	95	100
11	70	80
12	55	85
13	85	100
14	70	90
15	80	100
16	65	80
17	40	85
Mean	64.71	88.53
Std. Deviation	22.74	16.37

The mean and standard deviation were also calculated for the experiment group. All 17 students scored higher on the posttest than the pretest. The mean for the pretest was 49.12 with a standard deviation of 26.43. The mean on the posttest was 91.12 with a standard deviation of 11.25 (see table 2).

table 2

## Pretest/ Posttest Scores for Experiment Group

Student	Pretest	Posttest
1	30	80
2	70	100
3	85	100
4	65	100
5	35	80
6	30	65
7	65	100
8	35	100
9	60	100
10	45	100
11	75	100
12	40	90
13	25	100
14	20	80
15	30	75
16	55	90
17	70	90
Mean	49.12	91.12
Std. Deviation	26.43	11.25

## Tabulation of the t-test

A t-test was used for nonindependent samples. The t-test for both control and experiment groups were analyzed to determine if there was a significant difference in scores between the pretest and posttest. The significance of the scores was determined against a probability level of .05. In addition to the t-test, the mean differences were calculated to determine the average increase of points. At a probability level of .05, the t-value of .000 indicated that the difference in the pretest and posttest scores of both groups

was highly significant. However, when observing the mean differences between the control and experiment group, there was a larger mean difference in the experiment group that implemented the use of CSR (see table 3).

table 3

Comparison of t-test and Mean Differences

Group	t-value	Mean Difference
Control Group	.000	23.82
Experiment Group	.000	42

A further t-test was examined for independent samples by comparing the posttest scores of the control and experiment group. The t-value of .59 indicated that the posttest scores of the experiment group were not significantly higher than the control group when compared to a probability level of .05.

#### Analysis of Data

The data of this study was analyzed to determine if the use of CSR on a social studies unit would result in significantly higher test scores as opposed to traditional “textbook” teaching methods as stated in the researcher’s hypothesis.

When looking at the scores independently from the control and experiment group, the results proved that the difference between the pretest and posttest was significantly higher in both groups. The mean difference showed a dramatic increase in scores in both groups as well with 23.82 points in the control group and 42 points in the experiment group. The experiment group showed an 18.18 point increase over the control group’s posttest results. While this may initially prove the researcher’s hypothesis, the t-test

comparing the posttest scores of both groups resulted in a t-value of .59, revealing that there was no significant difference between the scores based on a probability level of .05. The data in this research did not prove the hypothesis. Students who used CSR did not demonstrate a significantly higher increase in testing scores from students who did not use CSR.



## Chapter V

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### Introduction

Collaborative Strategic Reading has been researched as a means of teaching students in a cooperative manner as opposed to traditional classroom methods. This is in hopes of reaching the needs of a growing population of diverse students. CSR was designed to integrate students of all achievement levels in small groups. The students in these groups were to work cooperatively on understanding the material that was to be studied. CSR is an excellent tool to build vocabulary and comprehension skills (Klinger & Vaughn, 1998). It has also been found to be beneficial for students with learning disabilities to gain self-confidence. While there are many forms of cooperative learning, the research conducted in this study solely focused on the use of CSR.

#### Summary of the Problem

Due to the increasing population of diversity of students in socioeconomic status, race, learning abilities, and size, teachers are faced with the problem of finding a teaching method to address the needs of all students. Traditional "textbook" teaching methods have been found less effective in the classroom as a whole. The purpose of this study was to determine whether students who used CSR would score significantly higher on testing in vocabulary and comprehension than students who did not receive CSR.

### Summary of the Hypothesis

The hypothesis stated that students who were taught the methods of CSR would score significantly higher on vocabulary and comprehension skills than students who were taught by traditional “textbook” teaching methods.

### Summary of the Findings

The researcher studied two third grade classrooms that each had 17 students. The researcher taught the experiment group through the use of CSR. The control group was taught by their regular classroom teacher through the use of the textbook procedures. Using the probability level of .05, the posttest results of both groups were analyzed with the t-test. The t-value of .59 showed no significant difference in test scores from the experiment to the control group. Based on this evidence, the hypothesis was not proven.

### Conclusion

The data revealed in this study showed that students both in the control group and the experimental group improved scores in both vocabulary and reading comprehension in the posttest. When looking at the mean scores, the students in the experimental group improved dramatically over their pretest scores. Their mean scores were 42 points higher from pretest to posttest compared to the increase of 23.82 points in the control group. While Collaborative Strategic Reading can be found to be a beneficial tool to use in the classroom to improve vocabulary and reading comprehension, the t-value scores in this particular study indicated that there was not enough evidence to support the researcher’s

hypothesis due to the lack of significant difference of the final test scores between the two groups. This study was not able to support the previous research conducted on CSR.

### Implications and Recommendations

Based on research, Collaborative Strategic Reading has been successful for many students and teachers. As the population of students grows more diverse, there needs to be a variety of teaching strategies to meet the needs of all children.

The results of this specific study imply that both CSR and traditional textbook teaching methods improve vocabulary and comprehension skills. However, it is interesting to note that the mean scores of CSR improved dramatically from pretest to posttest. This can be an indication that if used properly and with a larger population, CSR can be a means of assisting students with varying needs and abilities.

It is important for educators to constantly find new teaching methods to reach students as a whole. While CSR may work for one group, it may not necessarily work for another. This holds true for traditional textbook teaching methods as well. When CSR was introduced to the experimental group, the students were excited to try something new. The students took their roles seriously and worked very well cooperatively. A few of the students who were either special education students or just naturally shy enjoyed working with other classmates. By the end of the unit, students were able to use CSR without instruction from the teacher.

The researcher personally found CSR to be a great teaching tool to use in the class. While it was difficult to implement during the first couple of lessons, once the students understood it, they were eager to use it. Students need to be challenged with

new methods and ideas. The researcher found that in subject areas such as science, where the same teaching method was used each day, students became bored and less willing to cooperate. Collaborative Strategic Reading gave students the opportunity to work with one another and gain responsibility for their own lessons. The researcher feels that CSR should be used in various subject areas and units where students can break away from the norm. Through the use of various teaching styles and methods, the teacher can find what method(s) is most beneficial for his or her class.

## References

- Bornstein, M.H., & Lamb, M.E. (1999). *Developmental psychology: An advanced textbook*. Mahwah, NJ: Lawrence Erlbaum Associated.
- Cohen, E. (1986). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College Press.
- Duran, R.P., & Szymanski, M.H. (1995). Cooperative learning interaction and construction of activity. *Discourse Processes, 19*, 149-169.
- Damon, W. (1984). Peer education: The untapped potential. *Journal of Applied Developmental Psychology, 5*, 331-343.
- Johnson, D.W., & Johnson, R.T. (1989). Toward a cooperative effort: A response to Slavin. *Educational Leadership, 46*(7), 80-81.
- Klinger, J. (1997). Promoting English acquisition and content learning through collaborative strategic reading. *Elementary School Journal, 96*, 275-293.
- Klinger, J.K., & Vaughn, S. (1998). Using Collaborative Strategic Reading. *Teaching Exceptional Children, 98*, 32-37.
- Klinger, J.K., Vaughn, S., & Schumm, J.S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *Elementary School Journal, 99*, 3-31.
- Madden, N.A., & Slavin, R.E. (1983). Mainstreaming students with mild handicaps: Academic and social outcomes. *Review of Educational Research, 53*, 519-569.
- O'Donnell, A.M., & Dansereau, D.F. (1992). Scripted cooperation in student dyads: A method of analyzing and enhancing academic learning and performance. *Interaction in cooperative groups: The theoretical anatomy of group learning* (pp. 120-144). New York: Cambridge University Press.
- Puma, M.J., Jones, C.C., Rock, D., & Fernandez, R. (1993). Prospects: The congressionally mandated study of educational growth and opportunity. Interim Report. Bethesda, MD: ABD Associates.
- Slavin, R.E. (1983). When does cooperative learning increase student achievement. *Psychological Bulletin, 94*(3), 429-445.
- Slavin, R.E. (1995). *Cooperative learning: Theory, research, and practice*. (2<sup>nd</sup> ed). Boston: Allyn & Bacon.

- Slavin, R.E. (1991). Synthesis of research on cooperative learning. *Educational Leadership*, 48(5), 71-82.
- Stevens, R.J., & Slavin, R.E. (1995). Effects of a cooperative learning approach in reading and writing on academically handicapped and nonhandicapped students *The Elementary School Journal*, 95(3), 241-262.
- Vaughn, S. (2000). Fluency and comprehension interventions for third-grade students. *Remedial and Special Education*, 21(6), 325-341.
- Vygotsky, L.S. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.
- Webb, N.M. (1992). Testing a theoretical model of student interaction and learning in small groups. *Interaction in cooperative groups: The theoretical anatomy of group learning* (pp. 102-119). New York: Cambridge University Press.
- Wittrock, M.C. (1986). Students' through processes. *Handbook on Research on Teaching*. (3<sup>rd</sup> ed). New York: Macmillan.

**Appendix A**  
**Letter to Parents/Guardians**

February 1, 2005

Dear Parent/ Guardian:

I am a graduate student in the Education Leadership Department at Rowan University. I will be conducting a research project under the supervisor of Dr. Randall Robinson as part of my master's thesis concerning how children build reading comprehension and vocabulary through the instructional practice of Collaborative Strategic Reading (CSR). I am requesting permission for your child to participate in this research.

Each child will be instructed during a unit of Social Studies. A pretest and posttest will be administered to the students for the unit. The format of both tests will be the same. The students will be taught how to use CSR to improve their reading comprehension and vocabulary. Collaborative Strategic Reading is a method of instruction that teaches students to work cooperatively through the methods of previewing the material, reading and discussing the material, identifying the most important idea of the passage, and then summarizing what they have learned. To preserve each child's confidentiality student names will be changed in the final report.

Your decision whether or not to allow your child to participate in this study will have absolutely no effect on your child's standing in his/her class. At the conclusion of this study a summary of the results will be made available to all interested parents. If you have any questions or concerns, please contact me at the school at 653-1027.  
Thank you.

Sincerely,  
Inez Lee Barberio

Please indicate whether or not you wish to have your child participate in this study by checking the appropriate statement below and returning this letter to your child's teacher by Feb. 7.

I grant permission for my child \_\_\_\_\_ to participate in this study.

I do not grant permission for my child \_\_\_\_\_ to participate in this study.

\_\_\_\_\_  
(Parent/Guardian Signature)

\_\_\_\_\_  
(Date)



**Appendix B**  
**Approval Letter from Principal**

# SOMERS POINT PUBLIC SCHOOLS

SOMERS POINT, NJ 08244

[www.somersptschools.org](http://www.somersptschools.org)

Doreen A. Lee, Principal  
Dawes Ave. School

Phone 609.653.1027  
FAX: 609.653.6143

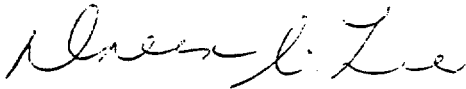
February 2, 2005

Dear Dr. Randall Robinson,

I am writing this letter to approve Inez Le Barberio, student teacher to a third grade teacher at the Dawes Ave. School- Donna Coan, to conduct a research project as part of a master's thesis that involves Collaborative Strategic Reading (CSR). It is my understanding the students' names will be kept confidential in all reports.

CSR looks like a method of instruction that helps teach students how to work cooperatively together, something we always encourage. Please let up know the outcome of the study and if I can be of any help in the future.

Sincerely,



Doreen A. Lee  
Principal

**Appendix C**  
**Pretest and Posttest**

# Unit 3 Test

## Part One: Test Your Understanding

**DIRECTIONS:** Match the phrases on the left with the words on the right. Then write the correct letter in the space provided.

- |   |                 |
|---|-----------------|
| 1. _____ a place to store water   |                 |
| 2. _____ ten years  | A. canals       |
| 3. _____ one hundred years  | B. invention    |
| 4. _____ something that has been made for the first time                        | C. pollution    |
| 5. _____ the capital city of the Aztecs   | D. reservoir    |
| 6. _____ waterways built by people  | E. constitution |
| 7. _____ homes made of logs, earth, and grass                                   | F. century      |
| 8. _____ the land and peoples under the control of a single ruler or government | G. empire       |
| 9. _____ a plan of government   | H. Tenochtitlán |
| 10. _____ anything that makes air, land, or water unclean                       | I. decade       |
|   | J. lodges       |

(continued)

**Part Three: Apply What You Have Learned**

**DIRECTIONS:** Complete each of the following activities.

**16. Short Answers**

Answer the following questions.

- a. List three types of disasters that can cause a place to change.

---

---

---

- b. List three types of technology people use today that most people did not have 50 years ago.

---

---

---

- c. List three ways people in Mexico City can help lower the amount of air pollution in their city.

---

---

---

*(continued)*

**17. In Your Own Words**

Suppose that your teacher has asked you to write a history of your community. Tell in your own words what people you would talk to and where you would go to get information for your report. Explain why you chose those people and places.

**Appendix D**  
**Lesson Plans for Experimental Group (CSR)**

## Social Studies Lesson Plans

### Day 1

#### I. Objective

At the end of this lesson, students will be able to explain how changes can affect communities and compare ways in which communities change and stay the same.

#### II. Procedure

##### A. Introduction

1. Ask students to list some ways that Somers Point has changed.
2. Show students an old map of Somers Point and reflect on some personal recollections of the community.

##### B. Development

1. Students use Collaborative Strategic Reading for Lesson 1.
2. Students are separated into groups.
3. Students preview lesson independently.
4. Students review main idea of lesson.
5. Students review vocabulary words and discuss.
6. Students ask each other questions pertaining to parts of the lesson they may not have understood.

##### C. Summary and Evaluation

1. Students discuss Lesson 1 review questions.

#### III. Materials

1. Social studies textbook
2. Map of Somers Point



## Social Studies Lesson Plans

### Day 2

#### I. Objective

At the end of this lesson, students will be able to identify changes that occur in a community by comparing maps from different times.

#### II. Procedure

##### A. Introduction

1. Ask students how they think copies were made prior to copy machines.
2. Explain to students how prior to the photocopier and computers, people hand copied things.
3. Discuss how mapmakers use computers today to draw maps.

##### B. Development

1. Read text pages 162-163 and discuss in cooperative groups.
2. Have students compare maps from 1935 and 1998 on page 163 in text.
3. Discuss with class as their community has changed over time.

##### C. Summary and Evaluation

1. Students compare 2 maps of Boston, Massachusetts and complete workbook pages 29-30.

#### III. Materials

1. Social studies textbook
2. Social studies workbook
3. Maps
4. Pencil

## Social Studies Lesson Plans

### Day 3

#### I. Objective

At the end of this lesson, students will be able to discuss reasons how our lives and the Native Americans' lives have changed or stayed the same.

#### II. Procedure

##### A. Introduction

1. Ask students to look around classroom and discuss changes that have taken place since the beginning of the school year.
  - a. Why have there been changes made to the room?
  - b. What are some things that have stayed the same?
2. Show students map of where the Cheyenne and Hoopa Indians lived long ago.

##### B. Development

1. Read and discuss text pages 164-170 in cooperative groups.
2. Read excerpt on Native American Storytelling and discuss legends.
3. Answer questions on page 170.

##### C. Summary and Evaluation

1. Students answer questions on page 170 discussing how lives have changed or stayed the same.

#### III. Materials

1. Social studies textbook
2. Map of United States

Social Studies Lesson Plans  
Day 4

- I. Objective
  - At the end of this lesson, students will be able to draw a picture of how their community might look 100 years from now.
  
- II. Procedure
  - A. Introduction
    - 1. Review previous day lesson about how student lives and Native American lives have changed over time.
    - 2. Show students a map of Somers Point, NJ.
  
  - B. Development
    - 1. Students imagine what their community may look like 100 years from now.
    - 2. Students draw a picture showing what they imagined.
    - 3. Discuss with students how the changes they drew may affect future mapmakers.
  
  - C. Summary and Evaluation
    - 1. Students' drawings
  
- III. Materials
  - 1. Social studies textbook
  - 2. Construction paper
  - 3. Crayons, markers, pencils
  - 4. Map of Somers Point, NJ

## Social Studies Lesson Plans

### Day 5

- I. **Objective**  
At the end of this lesson, students will be able to correctly identify features of the Aztec city of Tenochtitlan.
- II.
  - A. **Introduction**
    1. Discuss ways in which changes happened centuries ago compared to today.
  - B. **Development**
    1. Read text pages 171-174 and discuss in cooperative groups.
    2. Students discuss main idea of the lesson in cooperative groups.
    3. Students discuss vocabulary words in Lesson 3.
  - C. **Summary and Evaluation**
    1. Students discuss as class features of the Aztec city of Tenochtitlan.
- III. **Materials**
  1. Social studies textbook

## Social Studies Lesson Plans

### Day 6

#### I. Objective

At the end of this lesson, students will be able to correctly identify features of the Aztec city of Tenochtitlan in the given workbook page.

#### II.

##### A. Introduction

1. Review main idea of Lesson 3.

##### B. Development

1. Review timeline of Tenochtitlan's history.
2. Discuss review questions on page 174 as class.

##### C. Summary and Evaluation

1. Students discuss as class features of the Aztec city of Tenochtitlan.

#### III. Materials

1. Social studies textbook
2. Social studies workbook
3. Pencil

## Social Studies Lesson Plans

### Day 7

#### I. Objective

At the end of this lesson, students will be able to demonstrate how archeologists learn from artifacts.

#### II. Procedure

##### A. Introduction

1. Have students develop a list of questions that could be asked in order to determine how an artifact was used
2. Show students household items such as an eggbeater, shower curtain ring, staple remover, or pincushion and have students discuss what they think the item is used for.
3. Explain each to class what items are used for and what an archaeologist does.

##### B. Development

1. Read text page 175.
2. Answer questions in Understand the Process as a class.

##### C. Summary and Evaluation

1. Students complete workbook page 34 on How to Learn from Artifacts.

#### III. Materials

1. Social studies textbook
2. Social studies workbook
3. Pencil

## Social Studies Lesson Plans

### Day 8

#### I. Objective

At the end of this lesson, students will be able to explain how Mexico City's large population helped cause its pollution problem and describe ways in which the people are working to solve it.

#### II.

##### A. Introduction

1. Discuss some problems that the world is facing today with pollution.

##### B. Development

1. Preview the lesson independently.
2. Read text pages 176-179 and discuss in cooperative groups.
3. Students discuss main idea of the lesson in cooperative groups.
4. Students discuss vocabulary words in lesson 4.

##### C. Summary and Evaluation

1. Students discuss as class Lesson 4 review.

#### III. Materials

1. Social studies textbook

## Social Studies Lesson Plans

### Day 9

#### I. Objective

At the end of this lesson, students will be able to complete a graphic organizer on solving Mexico City's air-pollution problem.

#### II.

##### A. Introduction

1. Discuss aspects of Mexico City's air-pollution problems.

##### B. Development

1. Discuss Lesson 4 review in cooperative groups.
2. Discuss ways that Mexico City can solve their air-pollution problems.

##### C. Summary and Evaluation

1. Students complete workbook page 35 cooperatively.

#### III. Materials

1. Social studies textbook
2. Social studies workbook
3. Pencil



**Social Studies Lesson Plans**  
**Day 10**

**I. Objective**

At the end of this lesson, students will be able to solve a problem through the use of sequential methods in the given workbook page.

**II. Procedure**

**A. Introduction**

1. Ask students to create a list of possible problems.
2. Divide the list into categories on the board – Me, My Community, and The World.
3. Discuss with students problems can be solved.

**B. Development**

1. Read text pages 180-181.
2. Review steps in Understand the Process as class.
3. Have students complete Think and Apply exercise as class.

**C. Summary and Evaluation**

1. Students complete workbook page 36 – How to Solve a Problem.

**III. Materials**

1. Social studies textbook
2. Social studies workbook
3. Pencil

## Social Studies Lesson Plans

### Day 11

#### I. Objective

At the end of this lesson, students will be able to describe who the early colonists were and explain why they wanted a change in government.

#### II. Procedure

##### A. Introduction

1. Ask students specific ways they have changed or stayed the same in recent years.

##### B. Development

1. Preview lesson independently.
2. Read text pages 182-187 and discuss in cooperative groups.
3. Review vocabulary words and comprehension questions.

##### C. Summary and Evaluation

1. Students discuss as class Lesson 5 review.

#### III. Materials

1. Social studies textbook
2. Social studies workbook
3. Pencil

**Social Studies Lesson Plans**  
**Day 12**

**I. Objective**

At the end of this lesson, students will be able to explain in what ways inventions have changed our lives.

**II. Procedure**

**A. Introduction**

1. Ask students to think of inventions that they use today: electric lights, automobiles, televisions, and so on.

**B. Development**

1. Preview lesson independently.
2. Read text pages 188-195 and discuss in cooperative groups.
3. Review vocabulary words and comprehension questions.

**C. Summary and Evaluation**

1. Students discuss as class Lesson 6 review.

**III. Materials**

1. Social studies textbook
2. Social studies workbook
3. Pencil

**Social Studies Lesson Plans**  
**Day 13**

**I. Objective**

At the end of this lesson, students will be able to describe ways in which people can find out about the history of their community.

**II. Procedure**

**A. Introduction**

1. Discuss with class possible ways to find out about events that have happened in a community's past.
2. Explain to students that a series of changes that have happened in a community together make up a community's history.
3. Give examples about changes in a community.

**B. Development**

1. Preview lesson independently.
2. Read text pages 196-199 and discuss in cooperative groups.
3. Review vocabulary words and comprehension questions.

**C. Summary and Evaluation**

1. Students discuss as class Lesson 7 review.

**III. Materials**

1. Social studies textbook
2. Pencil

## Social Studies Lesson Plans

### Day 14

#### I. Objective

At the end of this lesson, students will be able to connect the main ideas of Unit 3 and identify correct vocabulary words in the given review packet.

#### II. Procedure

##### A. Introduction

1. Discuss with class main ideas of lessons 1-7.
2. Review vocabulary words.

##### B. Development

1. Complete Unit 3 review packet independently.
2. Upon completion, discuss review packet as class.

##### C. Summary and Evaluation

1. Class participation

#### III. Materials

1. Social studies textbook
2. Review packet
3. Pencil

## Social Studies Lesson Plans

### Day 15

#### I. Objective

At the end of this lesson, students will be able to connect the main ideas of Unit 3 and identify correct vocabulary words in the given exam.

#### II. Procedure

##### A. Introduction

1. Discuss any final questions from Unit 3.

##### B. Development

1. Unit 3 Exam

##### C. Summary and Evaluation

1. Unit 3 Exam

#### III. Materials

1. Unit 3 Exam
2. Pencil

