



T a l b o t I n s t i t u t e 2 0 2 6

Collaborative Reading for Secondary Students





Let's warm up

In groups, quickly brainstorm and discuss:

How would you define collaborative reading?

Do you use this in your classroom?

Why would we have students read together?

What is Collaborative Learning?

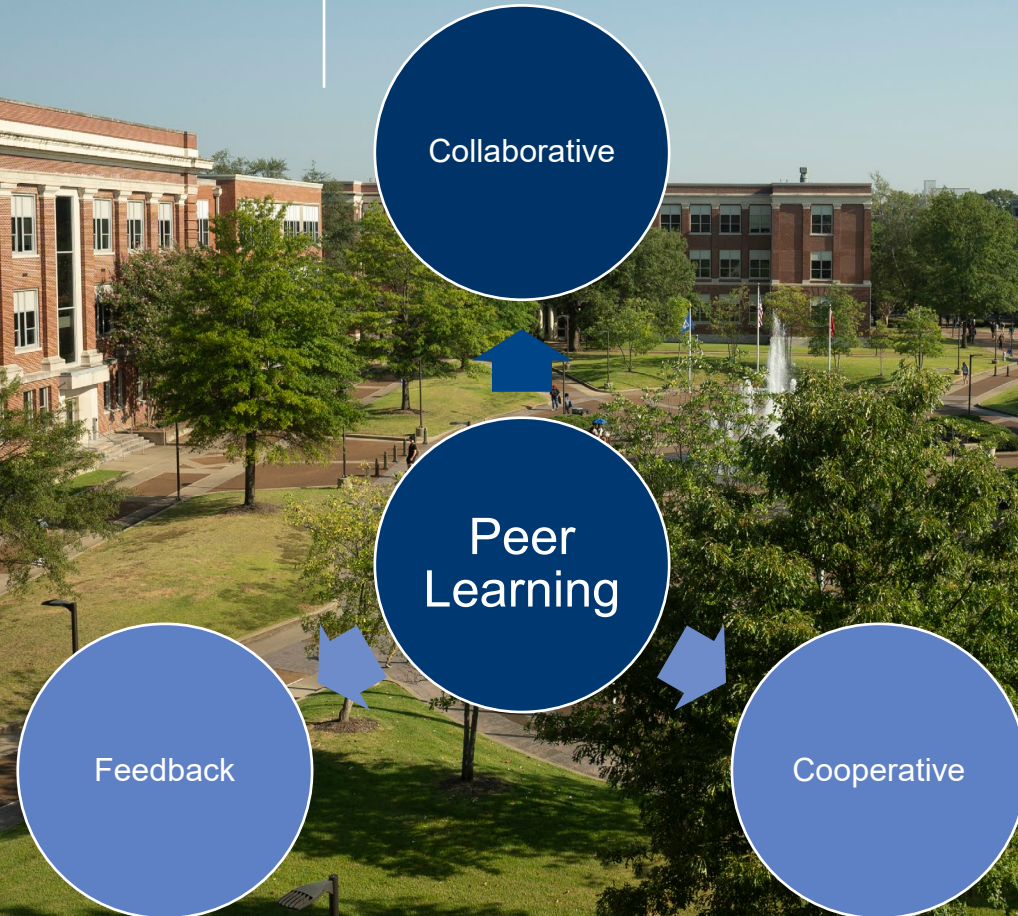
- Social constructivist approach:
 - Knowledge is co-constructed with social engagement (all learning is inherently social)
 - Knowledge is built in an iterative process of integrating new ideas into prior understandings
 - Collaborative discussion promotes learning by:
 - pushing students to embody understandings in language
 - providing access to different processes and viewpoints
 - allowing for joint problem solving
 - providing access to alternate viewpoints and understandings
 - allowing for aggregation of collective knowledge
 - making the invisible visible

(Barnes, 2008; Kukla, 2000; Palincsar, 1998; Vygotsky, 1986)



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What is Peer Learning





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What is Peer Learning



What is Collaborative Reading?

- Socially contextualized form of reading
- Involving 2 or more people:
 - in the full process of extracting meaning from the text
 - meaning and knowledge are jointly constructed through discussion

Cooperative

- Learners individually read then discuss together

Collaborative

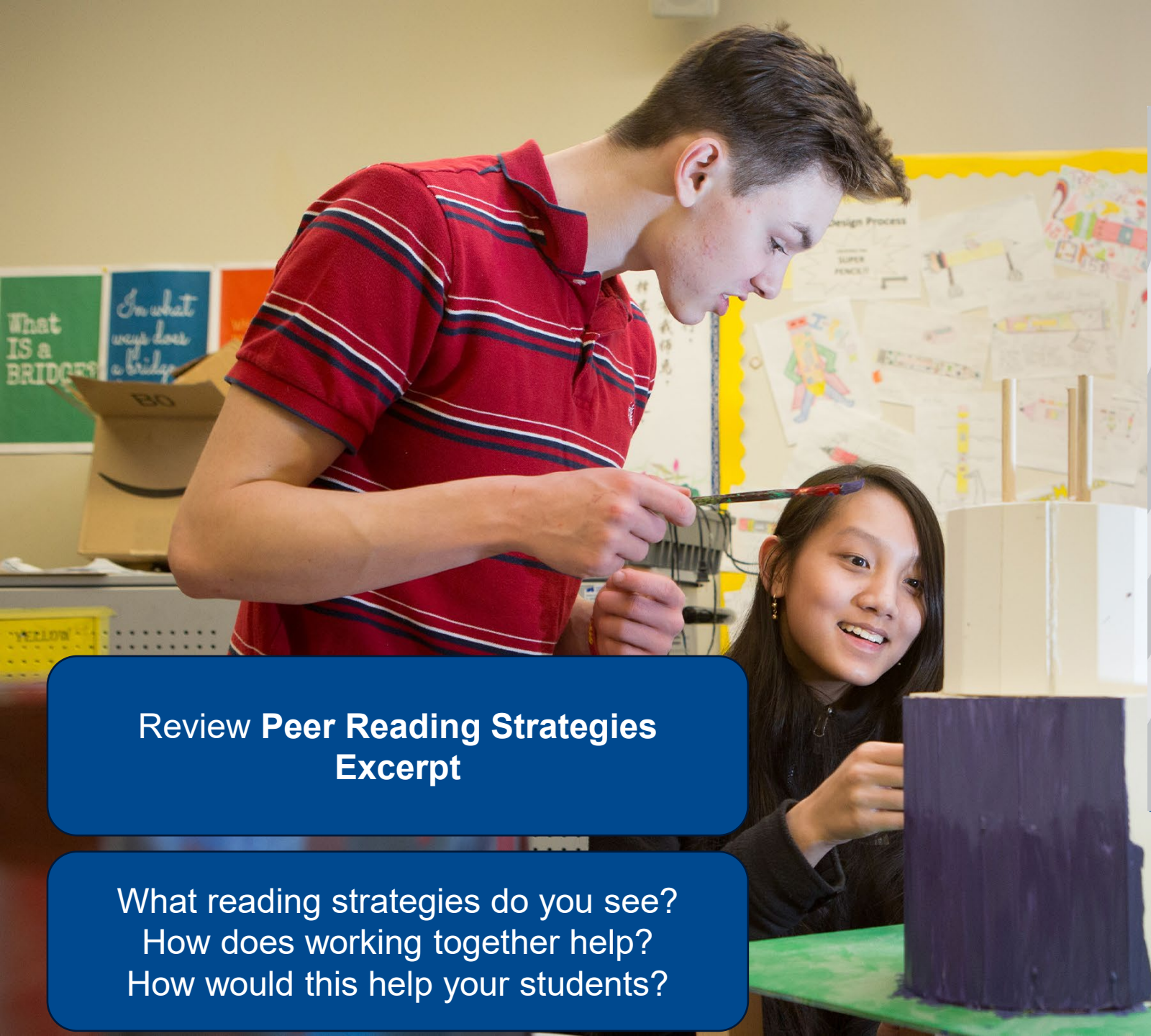
- Learners read and discuss together

((Kiili et al, 2012; Suthers, 2000))

E.g., Reading Strategies

- Good readers are strategic
 - They monitor their comprehension
 - They apply strategies in order to
 - process the linguistically
 - process textual and sociolinguistic cues
 - improve comprehension
 - improve retention
- For struggling readers, strategies prevent failure

(Almasi, 2003; Grabe, 1991)



Example: Reading strategies

Models the reading process

Makes strategies visible in context

Particularly helpful for struggling students

Review **Peer Reading Strategies**
Excerpt

What reading strategies do you see?
How does working together help?
How would this help your students?

Benefits of Collaborative Reading

- Builds communication and collaboration skills (Kiili et al, 2012)
- Increases text comprehension (Klingner & Vaughn, 1996; Klingner et al., 2004; Vaughn et al., 2011)
- Increases critical thought (Gokhale, 1995)
- Promotes development of reading skills (Rahmen, 2015; Vaughn et al., 2011)
- Promotes attention and deeper processing in online reading (Kiili et al, 2012; Thomas & Poole, 2017)

Who benefits from Collaborative Reading?

- English learners (Goodmacher & Kjiura, 2010; Karabuga & Kaya, 2013; Thomas & Poole, 2017)
- Students with learning disabilities/low reading ability (Klingner et al., 2004)
- Strong readers (Kiili et al, 2012; Kligner & Vaughn, 2000)
- Adolescent and Adult Readers (Kiili et al, 2012; Vaughn et al., 2012)

Sample instructional sequence

Read through the description of a reading/writing lesson sequence with young adolescent bilingual readers. Consider:

- What different activities do the learners do with their peers?
- How could working with a peer scaffold their learning at each stage?
- How do collaborative reading and collaborative writing work together in this sequence?
- How could a sequence like this be used for students you work with?
- What students would benefit from this?



Activity Part 1

Read over the selected text with your group.

Take turns reading paragraph by paragraph

For each paragraph discuss:

- (1) What do students need to understand here (what is the main idea/key ideas)?
- (2) What will students likely struggle with?

Activity Part 2

- In your groups:
 - Devise an instructional sequence for the text you just read that would be appropriate for students you work with.
 - The sequence should include:
 - Collaborative reading
 - Focus on comprehension
 - Focus on higher order thinking (analysis, synthesis, evaluation)
 - Focus on reading strategy or other reading skills development
 - The sequence can also include:
 - Collaborative writing
 - Use of technology supports
 - Use of or creation of visual supports or other multimodal support



Presentations/Discussion

How can these lesson frameworks be adapted to different classroom levels/type?

How could this be adapted for the Peer Power students?



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What can go wrong in peer learning?

What pitfalls are there in collaborative reading in your classrooms? Where do things go wrong?





Common issues

Social skills/group dynamics
Staying on task
Conative/affective factors
Time
Intrusive technology use
Home language use