Implementation of CCSS in core areas through the use of the CIS
Common Core Shifts

- Balancing Informational & Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
How to turn theory into effective practice? That is the question!

Raising the bar will NOT automatically increase the height of the jumper nor the skill level of the jumper

ZPD

http://www.cleanvideosearch.com/media/action/yt/watch?v=ZXlqUzuNlrQ
How do we get there?


In fact, a wide body of research shows that the single greatest factor affecting student achievement is classroom instruction. As McKinsey & Company concluded in their study of the world’s best schools, “The only way to improve outcomes is to improve instruction.”
Pre-Survey

• How many have heard of CIS?
• How many have participated in a CIS training session?
• How many have instructed through a CIS?
• How many have created a CIS?
• How many have conducted a CIS training?
Defining CIS

CIS (Comprehension Instructional Sequence):
A patterned teaching method employing multiple reading and writing strategies and the use of student directed academic conversations throughout a lesson.
The Sequence in CIS

1. The Essential Question or hook
2. Predictive Writing (First Write)
3. Vocabulary Instruction
4. Previewing the Text/Read Aloud
5. Marking up the Text (1st read)
6. Text Based Writing Response (Second Write)
7. Directed Note-taking (2nd read)
8. Question Generation (3rd Read)
9. Readdressing the Essential Question (Third Write)
10. Extended Writing (Optional)
# Embedded Strategies

**Reading**
1. Close reading *(Multiple readings with dissimilar purposes)*
2. Think-Alouds
3. Marking up the Text
4. Question Generation

**Writing**
1. Pre-Write *(predictive writing)*
2. Directed Note-Taking
3. Text based writing
4. Final Text based writing
5. Expanded writing opportunities
Embedded Strategies

Listening and Speaking

• Paired or Triad Reading
• Directed Note-taking
• Read Aloud (interactive)
• Group processing and reflection
• Question generation and supporting thinking
• Whole and small group discussion
How would a teacher efficiently create a CIS?

- Utilize the State template

- Utilize the power point template

CIS Lesson Analyzing Author's Argument- ELA

- Utilize additional resources provided by the State and web-based article sources

CIS State Resource Site
Barriers for Teachers

1. Attitudes towards instructional shifts
2. Time in preparation of a CIS
3. Locating relevant and appropriate grade level articles
4. Wariness of instructing through new strategies such as:
   - Read alouds
   - Explicit vocabulary instruction
   - Think alouds
   - Scaffolding the writing process
   - Monitoring small groups (Reading and writing processes as well as academic conversations)
   - Assessing and using rubrics
   - Developing clear learning expectations within the CIS
Bridges for Teachers

The embedded rigor of CIS lessons
Aligned to gradual release methodology
Aligned to TEAM- (see addendum)
Aligned to CCSS- (see addendum)
Aligned to PARCC
Easier to guide rather than lecture (student centered)
Student academic accountability
Seamless avenue to produce better writing and reading scores
The Hook for our Colleagues

Alignment with Common Core Standards

Alignment to teacher evaluation (TEAM)
(Specific alignment contained in addendum to this power point)

Alignment to PARCC
In the Beginning?

1. Administrative buy in to administrative ownership

2. Finding the right teachers or department

3. Utilize PLCs

4. Scheduling professional learning for a department over a semester including follow-up (Consider NGCAR-pd with the practicum)

5. Specific plan to monitor teacher learning and provide as much demonstration as possible (provide teachers with gradual release)
Questions
Thank you

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Addendum
CIS Alignment with Common Core Implementation
CIS Alignment with Common Core Shifts

Balancing Informational & Literary Text

Classrooms are, therefore, places where students access the world-science, social studies, the arts and literature-through text.
CIS Alignment with Common Core Shifts

Building Knowledge in the Disciplines
Students learn through domain-specific texts in science and social studies classrooms- rather than referring to the text, they are expected to learn from what they read.
CIS Alignment with Common Core Shifts

Staircase of Complexity

Teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade average.
CIS Alignment with Common Core Shifts

Text-based Answers

Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that the classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of text.
Writing from Sources

Writing needs to emphasize use of evidence to inform or make an argument rather than personal narrative and other forms of decontextualized prompts.
Alignment to teacher evaluation

The Marzano Teacher Evaluation Model
Domain I

• **#6** Identifying Critical Information
  – The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

• **#9** Chunking Content into “Digestible Bites”
  – There are 10 steps to the CIS - the purpose of each is to chunk the content.

• **#13** Reflecting on Learning
  – Students reflect on learning through writing
  – Students can explain what they did or could have done to enhance their learning.

• **#15** Organizing Students to Practice and Deepen Knowledge
  – The CIS lesson has a built-in organizational routine that builds on knowledge.
Domain I

- **#19 Practicing Skills, Strategies, and Processes**
  - Students are engaged in activities to practice comprehension skills.

- **#22 Engaging Students in Cognitively Complex Tasks involving Hypothesis Generation and Testing.**
  - Teacher engages students with an investigation task that requires them to generate questions and test hypotheses.

- **#39 Demonstrating Value and Respect for Low Expectancy Students.**
  - All students are valued in CIS. The process supports all learners.
Domain 2

• **#42 Effective Scaffolding of Information within Lessons**
  – Content is organized to build upon previous information and the structure is scaffolded.

• **#44 Attention to Established Content Standards**
  – Scope and sequence can be identified.
Domain 2

• **#45 Use of Available Traditional Resources**
  – CIS can be used with current traditional resources.

• **#47 Needs of English Language Learners**
  – The use of oral discussion and group processes supports ELL students.
Domain 4

• #60 Participating in District and School Initiatives
  – CIS and NGCAR-PD are both School and District initiatives.

**Total**= 12 Teacher standards covered
Alignment to teacher evaluation

The Framework for Teaching Evaluation Instrument
by Charlotte Danielson
Domain 1

1a Knowledge of Content and Pedagogy
Clear and accurate classroom explanations
Feedback to students that furthers learning

1c Setting Instructional Outcomes
Outcomes of a challenging cognitive level
Assessment of student attainment
1d Demonstrating Knowledge of Resources

A range of texts
Internet resources

1e Designing Coherent Instruction

Lessons that support instructional outcomes and reflect important concepts
Activities that represent high-level thinking
Opportunities for student choice
Thoughtfully planned learning groups
Structured lesson plans
1f Designing Student Assessments

Variety of performance opportunities for students
DOMAIN 2

2a Creating an Environment of Respect and Rapport

Respectful talk and turn taking
Active listening

2b Establishing a Culture for Learning

Expectation and recognition of quality
Expectation and recognition of effort and persistence
Expectation for all students to participate
2c Managing Classroom Procedures

Smooth functioning of all routines

Students playing an important role in carrying out the routines

Students knowing what to do, where to move
Domain 3

3a Communicating with Students
Clarity of the purpose of the lesson
Clear directions and procedures specific to the lesson activities

3b Questioning and Discussion Techniques
Questions of high cognitive challenge, formulated by both students and teacher
Questions with multiple correct answers, or multiple approaches even when there is a single correct response
Discussion in which the teacher steps out of the central, mediating role
High levels of student participation in discussion
3c Engaging Students in Learning

Activities aligned with the goals of the lesson

Learning tasks that require high-level student thinking and are aligned with lesson objectives

Students actively “working,” rather than watching while their teacher “works”

3d Using Assessment in Instruction

Teacher circulating to monitor student learning and to offer feedback

Students assessing their own work against established criteria
Domain 4

4d Participating in a Professional Community

Regular teacher participation in school initiatives

Total = 32 teacher standards covered