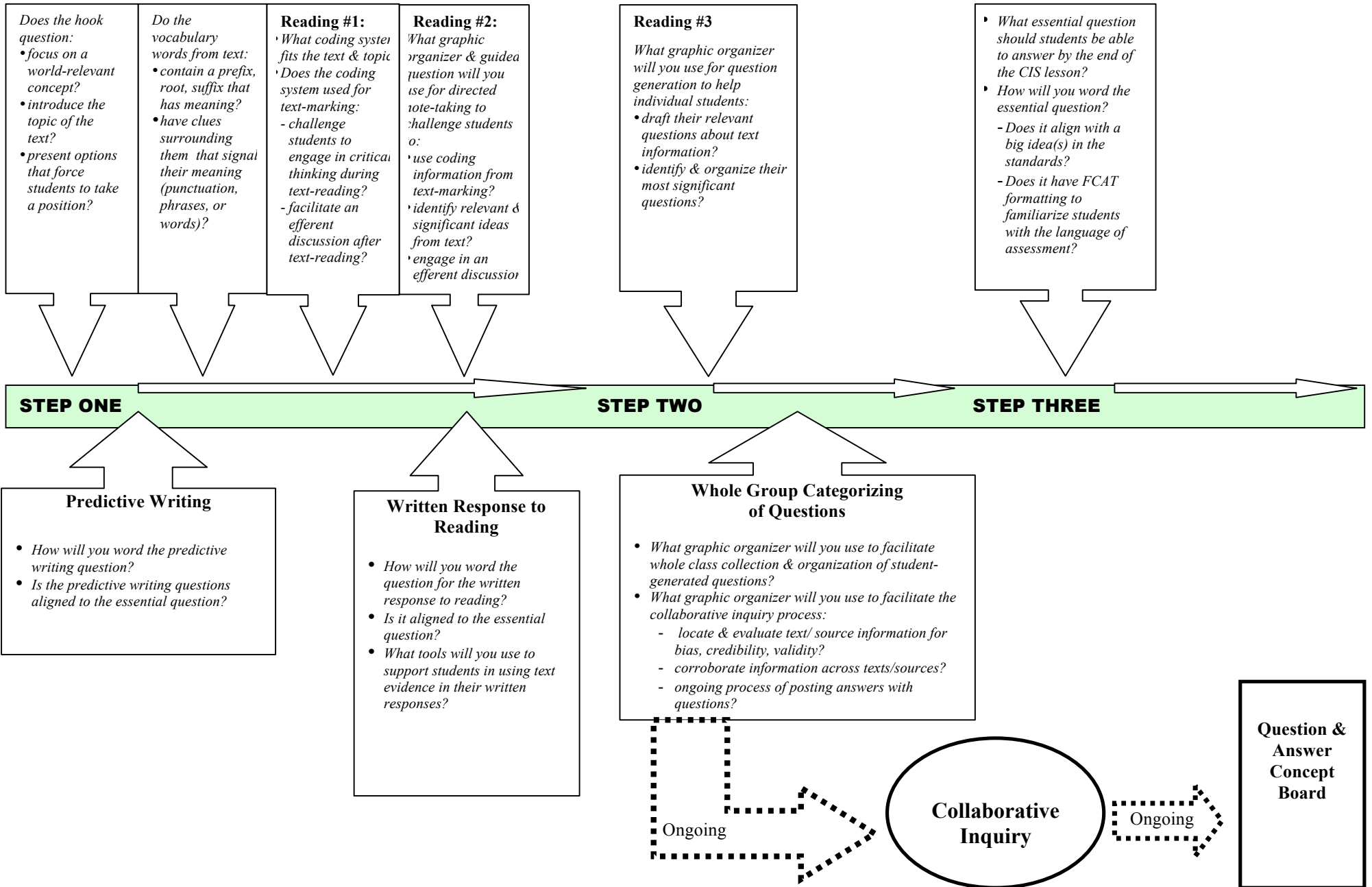


CIS Flowchart



Comprehension Instructional Sequence (CIS) Planning Template

CIS: TITLE OF UNIT

NGSSS LA and SC Benchmarks:

Teacher Notes:

- **Materials:** Text or Article, sticky notes, chart paper, markers, rubric for Final Written Response, student copies of worksheets: Written Response Essential Question sheet, Direct Note-Taking sheet, and Question Generation sheet
- Number paragraphs of text or article.
- Display Essential Question.
- Display Text Markings.
- Create examples for Directed Note-Taking and Question Generation.
- Add additional efferent discussion sessions as needed.
- Enhance with audio visuals and/or specimens and samples.
- The C.I.S. Model will usually last 3 days or longer.
- The C.I.S Model should occur once every 3-4 weeks.
- Sticky notes may be used for Hook Question or Written Responses.

Title of Text or Article:

STEP 1

Tasks: Teacher asks hook question, reads aloud to students while students mark text, students read the text and participate in directed note-taking.

Purpose: To bring world relevance to text reading, establish a purpose for reading, model fluent reading, provide opportunities for students to become interactive with the text, and think critically about information in the text.

Hook Question:

Predictive Written Response to Essential Question

Predict ...

Vocabulary Instruction

Para-graph #	Academic or Discipline Specific Vocabulary	Word Part or Context	Para-graph #	Academic or Discipline Specific Vocabulary	Word Part or Context

Adapted from the JRF! Comprehensive Instructional Sequence Model by MCPS Staff Development Department.



Comprehension Instructional Sequence (CIS) Planning Template

- Review necessary vocabulary words and then direct students to words introduced in the text by paragraph number. Teacher may include effective vocabulary strategies at this point. Teachers add a brief definition on chart paper.
- Variations for Vocabulary Instruction: Word Study Guide, Frayer Model, graphic organizers, word wall interactions

Reading #1

Text Marking

X – this section of text...

Y – this section of text...

- Model for students by reading the text aloud and coding a portion of the text. Students follow along and mark their copy. Students proceed to code the rest of the text independently. Students share text markings with table group or partner.

Reading #2

Directed Note-Taking - Record notes containing the most important information relevant to the guiding question

Directed Note Taking: <i>Title of Text</i>				
Guiding Question:				
Para-graph #	NOTES	Check relevant categories below		

- Present a guiding question to direct students thinking while taking notes. Teacher models note-taking using an example statement from the text, then selecting the category or categories that support the statement. Students complete note-taking collaboratively or independently.
- Conduct small- and whole-group efferent discussion. Ask groups to come to consensus on which category is the most impactful according to the support from the text.

<p>First Draft Written Response to Essential Question</p> <p>According to the text ...</p>

- Ask students to complete the second Written Response.
- Variations for this Written Response: Sticky notes quick writes, collaborative partners, written conversations

Adapted from the JRF! Comprehensive Instructional Sequence Model by MCPS Staff Development Department.



Comprehension Instructional Sequence (CIS) Planning Template

STEP 2

Tasks: Teacher models the generation of a complex question based on a section of text, relating to a broad perspective or issue. Students record the questions, and then students re-read the text to generate their own questions.

Purpose: To provide students with a demonstration of question generation and the opportunity for them to interact with the text by generating questions to further deepen their comprehension.

Reading #3

Question Generation: <i>Title of Text</i>					
Para-graph #	Questions	Check relevant categories below			

- Teacher models re-reading a portion of the text and generates one or two questions.
- Students continue to review/scan the text and use their recorded notes to generate questions about information in the text collaboratively or independently.
- To conclude question generation, the teacher has students:
 - share their questions with the related category whole class and discuss which questions they have in common, and which questions are most relevant or significant to their learning.
 - record/post common and relevant/significant questions to encourage:
 - extended efferent text discussion
 - seeking answers in text-reading throughout the remainder of the chapter/unit focusing on unanswered questions in collaborative inquiry.

STEP 3

Task: Teacher posts an essential question that is text-based, students discuss answers, review/revise answers to essential question based on discussion.

Purpose: To provide opportunities for students to interact with the text and with their peers to facilitate complex thinking and deep comprehension of text.

Adapted from the JRF! Comprehensive Instructional Sequence Model by MCPS Staff Development Department.



Comprehension Instructional Sequence (CIS) Planning Template

Final Written Response to Essential Question According to the text...

- The Final Written Response can be used as an assessment for student learning, aligning to FCAT Item Specifications.

Adapted from the JRF! Comprehensive Instructional Sequence Model by MCPS Staff Development Department.



Using a Text to Take a Position

Directions: Write below your position on the scenario/guiding question presented. Write in complete sentences and describe fully why you take this position.

Guiding Question: _____

Position Statement: _____



Directions: Now that you have read the text, and have heard the point of view of others in your group, revise your original writing. You may add new thoughts, eliminate ideas, confirm or change your argument for your original position. Use information from the text to support your statement.

Coding the Text

Directions: As the text is read aloud to you, mark the text with the following codes to reflect the position or scenario presented by your teacher.

Code	If...

Directed Note-Taking

Directions: Read the text again independently, in pairs, or in your group, as directed. Record notes containing the most important information relevant to the guiding question or instructions as given by your teacher. Reference the page number in the text and check if it applies to a specific category in your coding.

Guiding Question: _____

Page #	NOTES	Check Code Category		

Question Generation

Directions: Brainstorm questions you still have about the text. Scan your notes and reread portions of the text again as needed. Collaborate with your partner or group and write all your unanswered questions in the space below. Reference the page number in the text and check if it applies to a specific category in your coding. Place an asterisk next the question that you and your group feel is the most important.

Page #	QUESTIONS	Check Code Category		

Benchmark Aligned Question

Directions: Answer the FCAT benchmark question in the space below.

Instructions for the Teacher

Comprehension Instructional Sequence Module

(Adapted from Just Read, Florida)

Purpose of the Comprehension Instructional Sequence:

To provide a sequence of instruction that supports deeper engagement with and deep comprehension of complex text. It brings authentic, real-world relevance to text reading, establishes purposes for reading, allows teachers to model fluent reading, provides opportunities for students to become interactive with the text and think deeply and critically about information in the text.

Objectives:

Students will deeply process and comprehend a short, but complex literary or informational text through reading and rereading, coding the text while engaged in critical thinking, generating questions and answers based on the text, directed note-taking, and participating in extended text discussions.

Step 1: Modeling Reading to Build Comprehension

1. Pose an essential question, one that has an element of controversy, to “hook” students, and activate and engage them as literacy learners.
2. Invite students to take a position and write a statement about their position. Students use Take a Position Handout to write their statement.
3. Introduce key vocabulary as needed.
4. Explain and model the coding of the text and rationale for marking it during the read aloud.
5. Read aloud to students while students mark text as directed with codes that reflect key elements that require critical thinking and analysis.
6. After reading the text aloud, invite students to discuss differences and similarities in text coding.
7. Pose a related guiding question (or restate the essential question as appropriate) to direct students while they read the text (in groups, triads, pairs, or independently) and take notes about the text.
8. Students use the Directed Note-Taking handout to record and categorize their notes
9. Students read independently, in pairs, or in small groups. Throughout this time, the teacher should scaffold a small group of struggling students to support their text reading and note taking.
10. After students finish their note-taking, have students compare notes with classmates (in pairs or in small groups)
11. Have student partners or student groups place a star next to the most significant note in each category.

Step 2: Rereading and Question Generation to Deepen Comprehension:

1. Model the generation of a complex question based on a section of text. The teacher can reread the first two or three paragraphs to model the questions. The question should relate to a broad perspective or issue or unanswered dilemma.
2. Teacher displays the questions and students record them on their Question Generation sheet.
3. Students re-read or review/scan the text and their notes to generate their own questions. Students should work in pairs, triads, or small groups.
4. Circulate around the room, listening to the quality of student thinking as a means of formative assessment.
5. Students share their questions with the class and discuss which questions they have in common, and recording the questions that are the most relevant or significant to their learning
6. Questions can be saved and/or categorized for future use in extended text discussions, seeking answers in text reading throughout the remainder of the chapter/unit, and/or collaborative inquiry.

Step 3: Using Text-Based Essential Questions to Facilitate Student Thinking While Reading.

1. Teacher posts an essential question that is text-based; students discuss answers, review/revise answers to essential question based on discussion.
2. Develop an essential question aligned to FCAT Item Specifications. Questions from the core text may be adapted to align with the specifications.
3. If desired, provide an appropriate graphic organizer to answer the question and direct students to their completed graphic organizer to help them answer the posted essential question.
4. Students should use their notes as a tool for responding to the essential question.
5. Students share their answers with a partner or in small groups.
6. Students complete their final writing response on the Using a Text to Take a Position Handout.

Why Does Content Literacy Matter in Secondary Classrooms and Schools?

The things that students need to read in middle and high school, and in college, become increasingly difficult. Topics are more removed from their daily experiences and writers often provide less context for the content. In addition, texts assume tremendous background knowledge on the part of the reader. That's one reason why read-alouds and shared readings are so valuable -- the teacher provides context, comprehension strategy instruction, and background knowledge. While important, read alouds and shared readings are not sufficient to ensure that students really do learn to independently access information. Content teachers in every secondary classroom help students:

- Read
- Write
- Speak
- Listen.

Because, after all, that's what experts in various disciplines really do. Historians, for example, spend significant amounts of time reading and writing, in addition to their field work. While there are a number of content literacy instructional routines that are useful in high school classes, NGCAR-PD focuses on close reading, writing to learn, and text-based discussions. ...adapted from Doug Fisher – written for the *Just Read, Florida!* Office – fall 2010

Reading Comprehension is ...

both a journey and a destination. A reader embarks on a short expedition through text in search of the yet unknown and traces the author's trail, in pursuit of relevant ideas and, ultimately, the message. The destination is important but the journey is essential. It is the journey that escorts the reader to the final destination of important conclusions, knowledge, insights, and solutions.



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Florida's statewide reading initiative — Just Read, Florida! — prioritizes reading in Florida's public schools and among all the community groups and volunteer organizations that support them. Just Read, Florida! is based on the latest reading research. It was launched in 2001, charged with establishing reading as a core value in the state.

Writing in Response to Reading	Close Reading
Text-based Discussions	Complex Thinking

Secondary Content-Area Literacy Instruction



Comprehension Instructional Sequence (CIS)

Florida Department of Education



Secondary Content Area Literacy Instruction

Reading Comprehension is ...

the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” (RAND, 2002)

Comprehension Development is ...

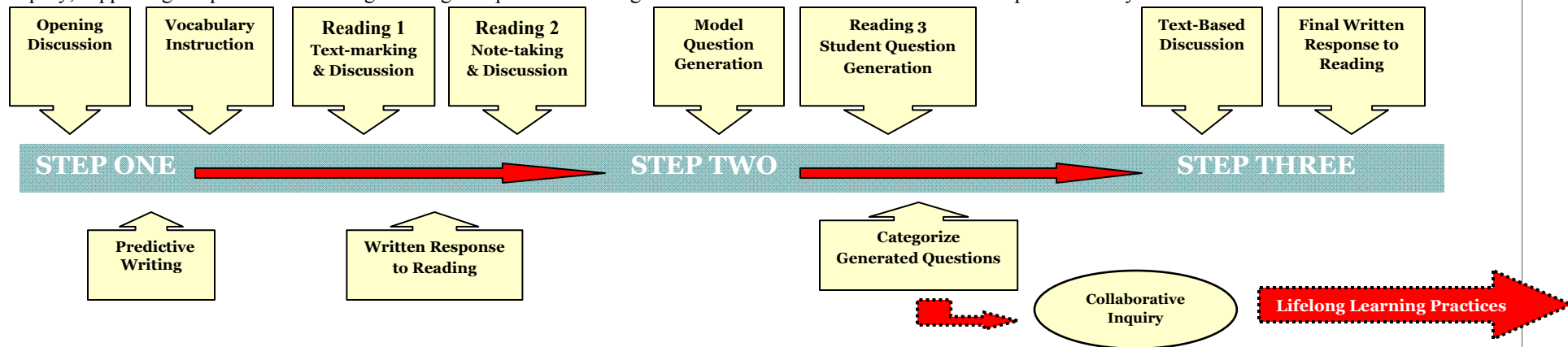
a long-term process. Learning to read is only the first step. This developmental journey extends from elementary through the middle and high school grades. Throughout this time, reading tasks and assignments grow increasingly longer, diverse, and complex.

Lifelong Learning Practice is ...

the self-motivated pursuit of knowledge and skill, further and continuously building knowledge and skill throughout a lifetime.

Comprehension Instructional Sequence Lesson (CIS)

In order for Florida secondary students to be college and career-ready for lifelong learning, they need supportive challenges in interacting with complex content-area information. The Comprehension Instructional Sequence is such an approach. It is a complex form of multiple-strategy instruction that promotes student development in reading comprehension, vocabulary, content-area knowledge, and critical thinking about complex texts. A CIS lesson is delivered in three steps with integrated and sustained text-based discussions and writing used throughout. Multiple readings of the same text facilitate deeper thinking. Step One of a CIS lesson contains explicit instruction in vocabulary and close reading through text-marking and directed note-taking. In Step Two, students generate questions that launch them into collaborative inquiry, supporting the practice of lifelong learning. Step Three challenges students to use text evidence to validate positions they have formed over the course of the lesson.



Text Complexity is... a reader's inherent difficulty or ease of reading and comprehending a text's language, organization, knowledge demands, and themes.



Comprehension Instructional Sequence (CIS) Implementation Guide

STEP ONE: Read to Build Deep Comprehension

Introduce benchmark, ask hook question, essential question(s), read aloud to students

Process Step	Purpose	Guiding Questions for planning/implementation	Next Steps
<p>A. Teacher Set s Purpose & Reads Aloud Teacher Task(s): Introduce benchmark, ask hook question, ask essential question(s), teach vocabulary as necessary, read aloud to students Student Task(s): Create predictive first draft response to essential question. Mark text as directed while listening to text read aloud and compare text coding in pairs.</p> <p>B. Students Read Text/ Directed Note Taking Teacher Task(s): Pose written question for directed note taking. Facilitate directed note taking/scaffold small group of struggling students to support their text reading and note-taking. Student Task(s): Read independently, in pairs, or in small groups and take notes based on question provided by teacher.</p> <p>C. Student Discussion Teacher Task(s): Facilitate discussion based on directed note taking. Direct students to use text evidence to support their responses and share out to the whole group. Student Task(s): Compare notes with classmates in pairs or in small groups. Discuss similarities and differences and share out to the whole group.</p>	<p>A. To bring world relevance to text reading, establish a purpose for reading, model fluent reading, provide opportunities for students to become interactive with the text, and think critically about information in the text.</p> <p>B. To help students focus on their purpose for reading and provide multiple opportunities for them to demonstrate their ability to analyze text as they read on their own.</p> <p>C. To engage students by providing an opportunity to exchange ideas and support positions based on text. In such a discussion, students are able to analyze and synthesize information to gain deeper understanding of the text.</p>	<ul style="list-style-type: none"> ○ <i>Which text lends itself to critical discourse?</i> ○ <i>What essential questions should be developed for this text?</i> ○ <i>Are all of the essential questions pre-written for students to see?</i> ○ <i>What text coding system should be used for the text selected?</i> ○ <i>What should this instructional process look like?</i> ○ <i>Are there struggling readers who need a directed note taking partner?</i> ○ <i>What should the size be for small groups?</i> ○ <i>What directed note-taking question and categories should be used for the text selected?</i> ○ <i>What materials are needed (sticky notes, graphic organizers, etc.)</i> ○ <i>Should the graphic organizer be customized to fit the desired critical discourse?</i> ○ <i>What should this instructional process look like?</i> ○ <i>How should the classroom be arranged to facilitate critical discourse?</i> ○ <i>Should students compare notes in pairs or small groups?</i> ○ <i>How can students be prompted to elaborate and support their claims or positions using text evidence?</i> ○ <i>What should this instructional process look like?</i> 	<p>A.</p> <p>B.</p> <p>C.</p>

Comprehension Instructional Sequence (CIS) Implementation Guide

STEP TWO: Reread to Generate Questions to Deepen Text Understanding			
Modeled question generation, students generate questions, respond, discuss			
Process Step	Purpose	Guiding Questions for planning/implementation	Next Steps
<p>A. Question Generation Teacher Task(s): Teacher models the generation of a complex question based on a section of text. Student Task(s): Students listen to teacher model question generation process.</p> <p>B. Students Generate Questions Teacher Task(s): Have students generate questions that are unanswered from their first reading. As students generate questions in small groups, circulate around the room, listening to the quality of student thinking as a means of formative assessment. Student Task(s): Students re-read the text to generate their own questions.</p> <p>C. Question Response Teacher Task(s): Teacher facilitates text discussion using student-generated questions. Student Task(s): Respond to each other’s questions, engaging in text discussion.</p>	<p>A. To provide guided instruction on question development.</p> <p>B. To provide an opportunity for students to interact with the text by generating questions to further deepen their comprehension.</p> <p>C. To engage students by providing an opportunity to respond to questions and support positions based on text. In such a discussion, students are able to analyze and synthesize information to gain deeper understanding of the text.</p>	<ul style="list-style-type: none"> ○ <i>What text segment should be used to model question generation?</i> ○ <i>What complex question is appropriate for modeling question generation?</i> ○ <i>What should this instructional process look like?</i> ○ <i>Have roles and responsibilities been clarified for students as they generate questions in small groups?</i> ○ <i>Do the directions focus students on generating questions that are relevant to the text?</i> ○ <i>What materials are needed for students to record their questions for sharing with the whole group?</i> ○ <i>What should this instructional process look like?</i> ○ <i>What graphic organizer is needed to facilitate this discussion?</i> ○ <i>How does the teacher determine which questions are most relevant to the lesson’s benchmarks and critical discourse for this text?</i> ○ <i>How should the student questions be categorized and selected to facilitate text discussion?</i> ○ <i>What should this instructional process look like?</i> 	

Comprehension Instructional Sequence (CIS) Implementation Guide

STEP THREE: Read to Use Text Evidence to Validate Responses			
Post text-based essential question, students respond, discuss, and revise responses			
Process Step	Purpose	Guiding Questions for planning/implementation	Next Steps
<p>A. Post Written Question Teacher Task(s): Post an essential text-based question. Model how the text supports the answer using notes and/or a completed graphic organizer. Student Task(s): Use notes and/or completed graphic organizer to help answer the question posed by the teacher.</p> <p>B. Discussion and Review/Revise Teacher Task(s): Facilitate discussion and require students to support responses with text evidence. Record selected student responses as multiple choice options under the posted essential question. Student Task(s): Engage in discussion about the question. Afterwards, students can change answers based on new evidence or include further support for their answers.</p> <p>C. Answer Question(s) and Share Teacher Task(s): As students respond to question(s) in writing, circulate around the room, reviewing the quality of student thinking as a means of formative assessment. Student Task(s): Answer question and share answers with a partner or in small groups.</p>	<p>A. To provide opportunities for students to understand deep questioning and interact with the text and with their peers to facilitate complex thinking and deep comprehension of text.</p> <p>B. To provide opportunities for students to build greater comprehension through discussion of text and revision of comprehension responses based on text evidence.</p> <p>C. To provide opportunities for students to respond to complex questions through discussion and using text evidence.</p>	<ul style="list-style-type: none"> ○ <i>What complex essential question is appropriate to end the lesson and is also relevant as part of an assessment?</i> ○ <i>What should this instructional process look like?</i> ○ <i>How does the teacher determine which student responses are most relevant to the question and answer as an appropriate response and distractor?</i> ○ <i>What should this instructional process look like?</i> ○ <i>Are there struggling readers in the small groups who need a partner in order to respond to the question?</i> ○ <i>Have roles and responsibilities been clarified for students as they generate responses to the question in small groups?</i> ○ <i>What materials are needed for students to record their responses for sharing with the whole group?</i> ○ <i>What should this instructional process look like?</i> 	<p>A.</p> <p>B.</p> <p>C.</p>



CIS ~ Comprehension Instructional Sequence

Level One



Build Deep Comprehension

1. Pose Topic/Essential Question;
Whole Group Discussion
2. Predictive Writing; Discussion
3. Vocabulary Frontloading
4. Reading #1; Text Coding;
Extended Text-Based Discussion
5. Reading #2; Directed Note-Taking;
Extended Text-Based Discussion
6. Writing Response #1



CIS ~ Comprehension Instructional Sequence

Level Two

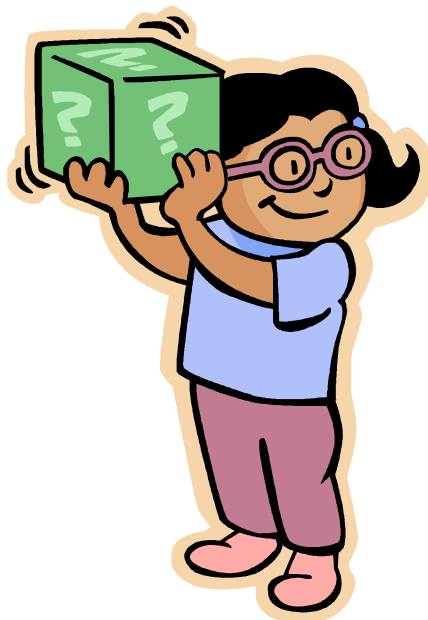


Question and Deepen Understanding

7. Model Question Generation

8. Reading #3; Student Question Generating;
Extended Text-Based Discussion

9. Whole-Group Categorization of Questions;
Evaluation of Questions; Q & A Concept Board;
Extended Text-Based Discussion



CIS ~ Comprehension Instructional Sequence

Level Three



Use Text to Validate Responses

10. Extended Text-Based Discussion on EQ;
Multiple Choice (2.0) Question Generation
and Discussion

11. Final Writing Response #2
(Write, Edit and Revise)

