**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:**

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| **Predictive Written Response to Essential Question**  Predict ... |
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**Vocabulary Instruction**

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

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| **Directed Note Taking:** *Title of Text* | | | | | |
| **Guiding Question:** | | | | | |
| **Para-**  **graph #** | **NOTES** | **Check relevant categories below** | | | |
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* 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.

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| **First Draft Written Response to Essential Question**  According to the text … |
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* Ask students to complete the second Written Response.
* Variations for this Written Response: Sticky notes quick writes, collaborative partners, written conversations

## 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

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| **Question Generation:** *Title of Text* | | | | | |
| **Para-**  **graph #** | **Questions** | **Check relevant categories below** | | | |
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* 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.

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| **Final Written Response to Essential Question**  According to the text… |
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* The Final Written Response can be used as an assessment for student learning, aligning to FCAT Item Specifications.