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Comments from CRISS®

Creating Independence through Student-owned Strategies

CRISS National Office

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In this edition of *Comments from CRISS,* read how two math teachers incorporated the CRISS Frameworks into their lessons; identify ways to integrate your CRISS classroom with technology; compare the virtues of Read-and-Say-Something and Read and Explain for engaging students with text; and learn about our latest Texas Figure 19 workshop, online-learning opportunities, and product offerings.

News from the National Office

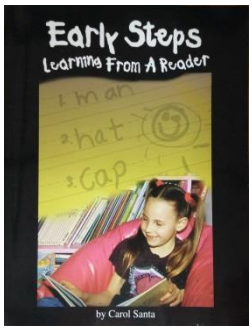
Common Core and Figure 19 Workshops

Looking for a focused Common Core or Figure 19 (Texas) Workshop for your staff? We offer a 6-hour **CRISS & The Common Core** workshop for teachers and instructional coaches of grades 5-12 and elementary and secondary versions of our 6-hour **Implementing Figure 19 with Project CRISS** workshop. See the article on page 11 and contact us for more info!

Framework for Learning Posters

We're excited to announce our latest product offering: Framework for Learning Posters – Glacier National Park edition. This four-poster set (each 11"x17") includes an overview poster of the Framework for Learning and a poster for each major component (Prepare, Engage & Transform, Reflect). The content is appropriate for any classroom and is laid over photographs of Project CRISS's backyard, Glacier National Park. The images serve as visual analogies for the Framework components. Order forms can be found here!

Early Steps: Learning from a Reader



We uncovered a stash of *Early Steps: Learning from a Reader* by Dr. Carol Santa. Published in 1999, this book describes an early intervention program designed for accelerating the reading performance of at-risk first graders. We need to clear them out. If you are interested in purchasing one, they are $15 including shipping. Review the table of contents and print an order form here.

Become a CRISS Certified Trainer!

We're offering a unique, fast-track program (no CRISS experience required) for instructional coaches who wish to become Project CRISS certified trainers! This Training of Trainers Institute includes a full 3-day Introduction to Project CRISS workshop followed by a 5-day Training of Trainers. Additional certification requirements include the submission of two lesson plans implemented with K-12 students and an apprenticeship with a CRISS mentor-trainer. Institutes will be offered this summer in Texas and Montana.

Interested in becoming a trainer following our more traditional route? Our Master Trainers are busy gauging regional interest and are scheduling workshops now. Contact us if you're looking for a Training of Trainers in your region or need more information!

Online Offerings

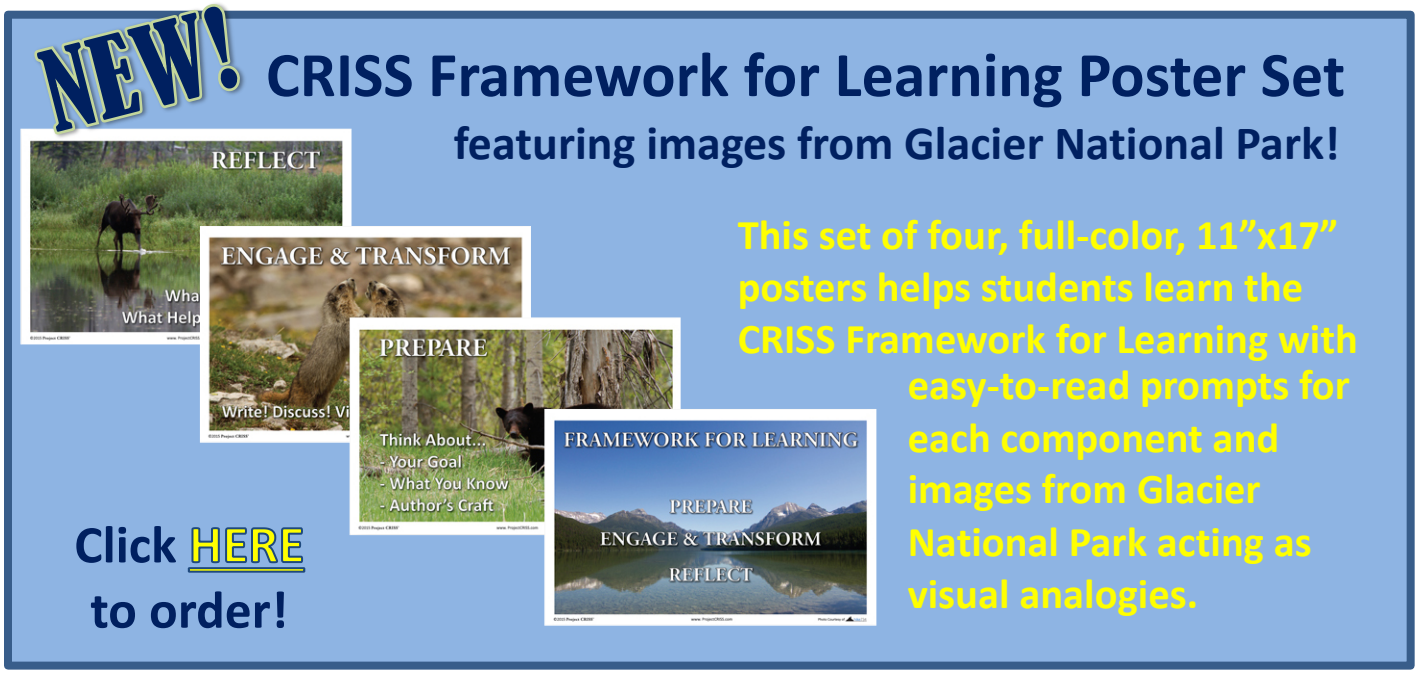
After years of requests, we've finally started offering CRISS online! This past fall, we offered a pilot version of our *Introduction to Project CRISS* workshop. We learned a lot and are excited to offer our Pilot 2.0 June 23-26. Click here to access details and registration information. If you are interested in becoming a trainer, online attendance can serve as one (1) of the *Introduction to Project CRISS* workshops you must attend prior to the *Training of Trainers*. Don't forget to check out the other requirements listed on our Training of Trainers page of our website here (under the Professional Development menu option or click here).

Starting this spring, we will also offer a sampling of web workshops that can stand independently or serve as follow-ups for those who already experienced an *Introduction to Project CRISS* workshop. Click here for the schedule or to register. Initial workshop topics include:

Author's Craft/Craft & Structure
Whatever you call it, we know how important it is to teach students how to identify and use the internal and external features of any text and to read between the lines to examine an author's word choice, bias, or purpose. Walk away from this session with strategies and tools to implement immediately. This session is appropriate for all content areas and grades 4+.

Science
The Project CRISS Framework for Teaching organizes this lesson on global climate change. This interactive workshop demonstrates how to successfully incorporate a variety of challenging texts in the classroom, including non-fiction tradebooks and narratives, historical journals, data/graphs, and modern and complicated journal pieces! Join us if you're a middle or high school science teacher or science coach.

Math
During this session we'll take a traditional math lesson format (bellringer, homework review, lecture, practice problems/start homework, exit ticket) and identify strategies to enrich each section with CRISS. We will model easy ways to incorporate metacognitive reflections and provide connections to the Common Core Math Practices (useful, even in non-Common Core states!). Middle or high school math teachers and/or the instructional coaches who support them are encouraged to sign-up.



Project CRISS in Math Classrooms

Insecure in the effectiveness or applicability of CRISS to your math classes? Learn how two teachers applied the CRISS Frameworks for Teaching and Learning in their classrooms. These ideas, and more, will be available in our forthcoming publication on CRISS in mathematics classrooms.

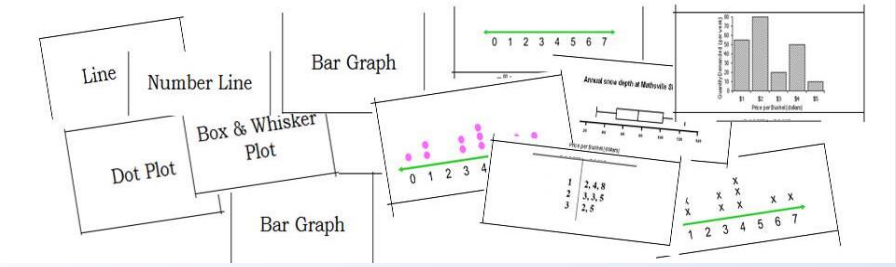
7th Grade: Sherry Butler & Amanda Brewster, Birdville ISD, TX

Plan

- **Content standard** (Texas Essential Knowledge and Skills for Mathematics): The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to: represent numeric data graphically, including dot plots.
- **Process goal**: Compare and contrast dot plots to knowledge of other graphs.

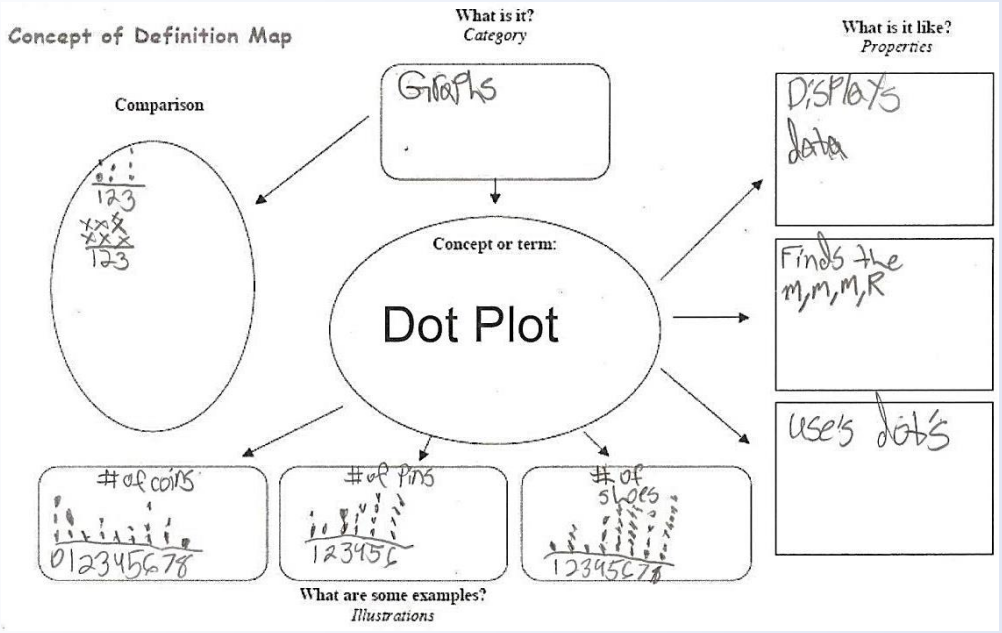
Prepare

- Mind Stream a review of line plots.
- Pattern Puzzles matching a variety of graphs and the title of the type of graph.



Engage & Transform

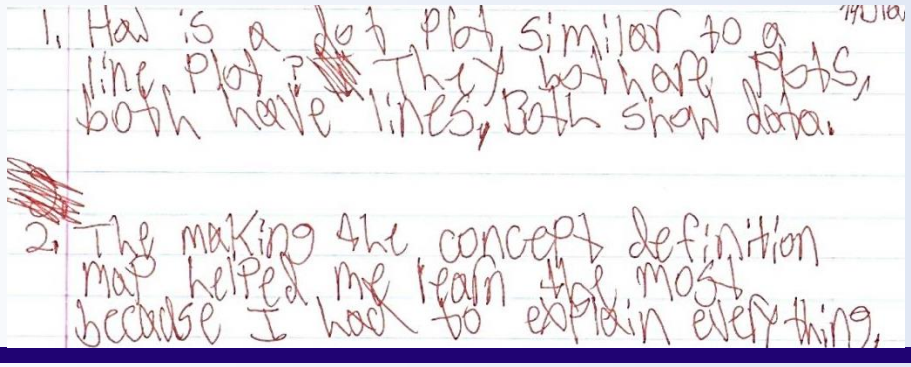
- Introduce dot plots with short video segment from the internet then students create a dot plot.
- Students learn how to create a Concept of Definition Map. First, they practiced using the topic "ice cream". Then they completed a map of "line plot" (a review term). Finally, they completed a map of dot plots.
- Students created a Venn Diagram comparing a Dot Plot to a Line Plot.



- Students rechecked their pattern puzzle for accuracy and made adjustments as needed.

Reflect

- **Content:** How is a dot plot similar to a line plot?
- **Process:** What was most helpful in learning dot plots: watching the video, making your own dot plot or completing the Concept Definition Map? Why?



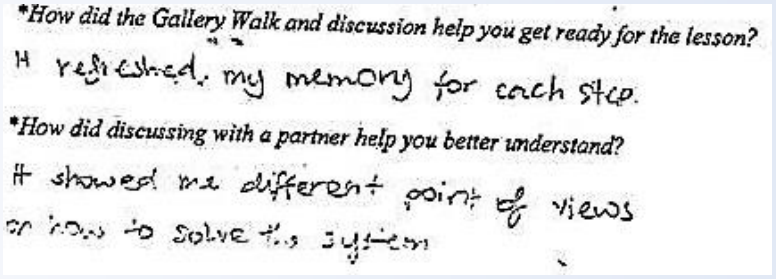
8th Grade: Stephanie Jordan, Katy ISD, TX

Plan

- **Content goal**: Students will be able to solve a system of inequalities.
- **Process goals**: Students will be able to:
  - Identify how discussion helps them get ready for and understand a lesson.
  - Use strategies like a Gallery Walk and RAFT to prepare for and transform new information.

Prepare

- Carousel Brainstorming in groups; students rotate through various problems and check the work of the group prior and then complete the next step in the problem. Students use a Gallery Walk to review all the work once the activity is complete.
- Think-Pair-Share on solving systems of linear equations.



*How did the Gallery Walk and discussion help you get ready for the lesson?

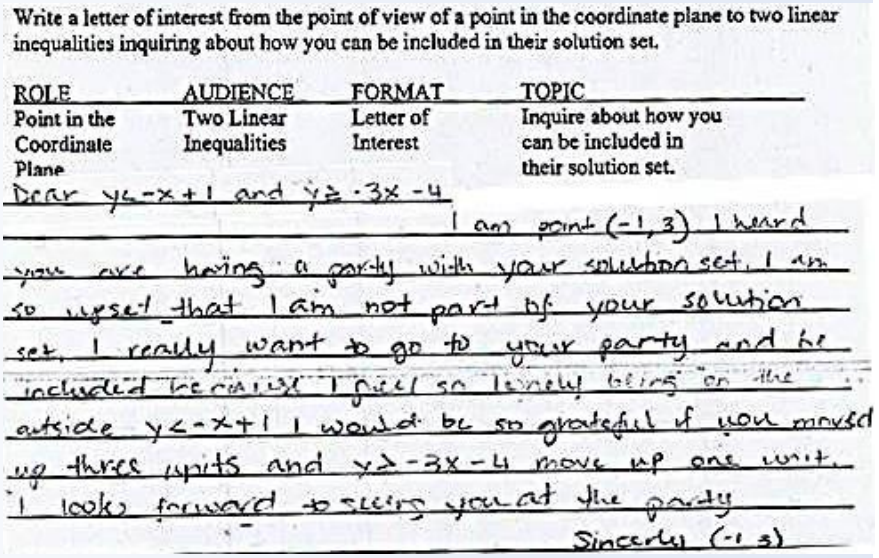
It refreshed my memory for each step.

*How did discussing with a partner help you better understand?

It showed me different point of views on how to solve the system

Engage & Transform

- Students graph several problems and write a response to, "What does it mean for [a point] to lie in the shaded region?" They then discus their responses with a partner and add new information. Students work and discuss several other problems.
- Students complete a RAFT on solving systems of inequalities.



Write a letter of interest from the point of view of a point in the coordinate plane to two linear inequalities inquiring about how you can be included in their solution set.

ROLE	AUDIENCE	FORMAT	TOPIC
Point in the Coordinate Plane	Two Linear Inequalities	Letter of Interest	Inquire about how you can be included in their solution set.

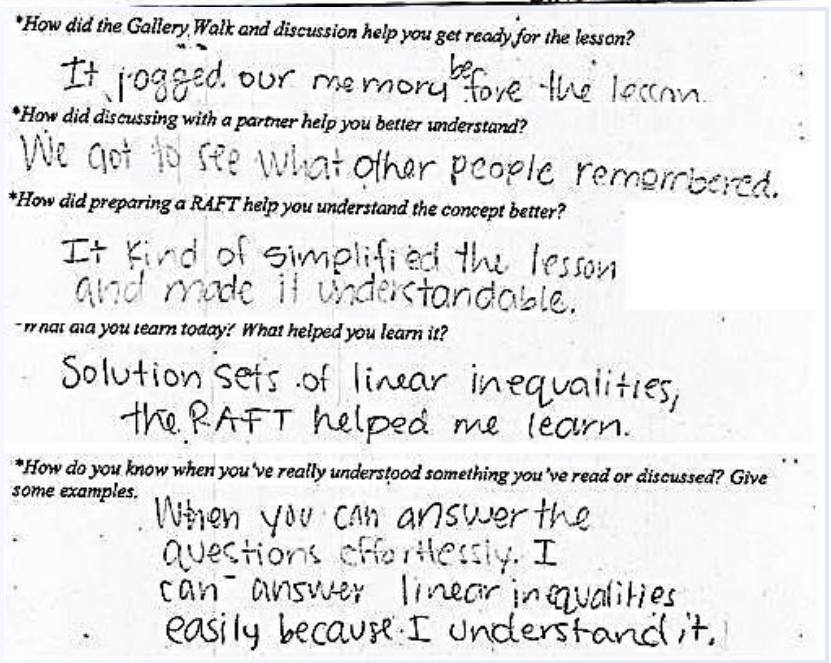
Dear $y \leq -x+1$ and $y \geq -3x-4$

I am point (-1, 3) I heard you are having a party with your solution set. I am so upset that I am not part of your solution set. I really want to go to your party and be included because I feel so lonely being on the outside $y < -x+1$ I would be so grateful if you moved up three units and $y \geq -3x-4$ move up one unit. I looks forward to seeing you at the party

Sincerely (-1, 3)

Reflect

Throughout the lesson, students completed reflection questions:



*How did the Gallery Walk and discussion help you get ready for the lesson?

It jogged our memory before the lesson.

*How did discussing with a partner help you better understand?

We got to see what other people remembered.

*How did preparing a RAFT help you understand the concept better?

It kind of simplified the lesson and made it understandable.

*What did you learn today? What helped you learn it?

Solution sets of linear inequalities, the RAFT helped me learn.

*How do you know when you've really understood something you've read or discussed? Give some examples.

When you can answer the questions effortlessly. I can answer linear inequalities easily because I understand it.

Thank you Sherry, Amanda, and Stephanie for sharing your lessons!

Engaging with the Text: Read-and-Say-Something and Read and Explain

Read-and-Say-Something and Read and Explain are similar but each have their own niche. Here's a comparison of the two as well as some ideas on how to manage reading in the classroom.

READ-AND-SAY-SOMETHING		READ AND EXPLAIN
One person reads; everyone else takes a turn asking questions or making connections based on the purpose for reading.	**Description of Strategy**	One person reads then explains or summarizes what was just read (and discusses questions or comprehension issues that arise). If reading in partners, the partner adds information.
2+	**# of students**	**1+**
• Takes longer than R&E • Good for most readings, especially fiction or text on an issue where each person may have new insights.	**Considerations and Tips**	• Quicker than R&SS • Good for textbooks and other information-heavy texts or complex stories. • Teacher can listen in to ensure students or pairs are focused on the purpose (vs trying to retain everything).
• Provide discussion/sentence starters so the Say Something remains on task. • Combine with Roles Within Cooperative Teams (i.e., Student A is reader, B summarizes, C makes connections to other lessons, D focuses on Vocabulary). • Use this strategy to review class notes or as a way to kick off work on word problems in math.	**Support and Extensions**	• Students working individually can highlight, make margin notes, or complete Sentence Frames after each section of reading so the teacher can quickly assess the student's focus when rotating through groups. • Partner with a struggling student to diagnose comprehension issues. When it's your turn to Read and Explain, model your fix-up strategies.

Some students have trouble following or simply don't like to read aloud. Consider the following variations for either strategy:

- One person is the designated reader (s/he must participate in the discussion).
- The teacher reads and then the groups do the Say-Something or Explain portions.
- Students read silently and then discuss the section.
- Sticky-Note Discussions can be used with Read-and-Say-Something or Read and Explain and serve as a way for a student to "Think" before pairing or sharing.

Remember, ask students to reflect on the strategies and variations so they take the time to consider what actually works best for them. In the future, allow them to pick what works best. This might mean that different student groups will select different tactics.

(Continued on next page)

READ-AND-SAY-SOMETHING **READ AND EXPLAIN**

Reflections from
Teachers and Students

First /Second grade students (Ms. Kwiatkowski, IL)
Most of the students said they liked R&SS because they got a chance to talk without other kids talking over them – everyone had a turn… Students got to listen to peers recap or question the information just read, helping them remember it even better.

HS Spanish III & IV (Ms. Losavio, IL)
This was very helpful. I understood the story a lot when we did this.

This was helpful in groups because if you don't understand something you could just ask your group.

6th Grade Science (Ms. Turner, FL)
When we did the Read-And-Say-Something, it really didn't help me because it felt the same as me reading it myself and asking myself questions.

[It helped because] when someone asked a question I didn't know, someone else answered it for us.

I heard other thoughts that I did not think about.

Read-and-Say-Something helped me… The article went by faster, too.

HS ELA (Ms. McKenzie, MI):
Read-and-Say-Something helped me to understand better than if I had simply read it. It helped me to work through my thoughts and to hear another person's thoughts about it as well.

6th Grade Reading Intervention (Ms. Kumka, FL)
It turned out that I learned more new things.

It helped me understand each paragraph or section.

It helped me remember what I've read and made it clearer for me.

If I got it right it proved that I read the article and that I went back and checked.

I guess it was ok. It helped a little but you have to listen or read very carefully to find the answer.

It was good because after I read, I got to explain it… it helped me remember what I read.

AP History (Ms. Dietrich, TX)
A few students were reading ahead instead of listening to their parter explain their text selection. [Next time I need to] be sure to model Read and Explain even through the students have done this discussion strategy in the past… Some students struggled with the information in the text or they relied too much on the facts presented and not on the big picture.

HS Science (Ms. Deese, OR)
This strategy worked especially well for classes where students had drastically different reading abilities. Stronger readers served as models for those who struggled more. I used it a lot with fact-dense articles and textbook selections.

Project CRISS and Technology Integration

Technology integration is a juggling act: How do you incorporate tools that are engaging, lack a steep learning curve, and actually enrich the content? Here are a few of our favorite ideas from our upcoming Technology Supplement:

Avoid all the cutting and labeling of **Pattern Puzzles** by creating them in presentation software. Individuals or groups can download the file to manipulate or groups can collaborate from different locations in Goggle Docs.

Modify **ABC Brainstorming** to encourage the use of a variety of resources during research. Each letter stands for the type or name of the site (i.e., animation, blog, cnn.com, data table, eia.gov). Add a column to the ABC form for student notes assessing the reliability and nature of each site.

If you want students to use **Power Thinking** but Microsoft Word's autoformatting is getting in the way, access an MS Word template in the CRISS online resources under Chapter 3.

The outer circle of a **Fishbowl** or **Socratic Circle** discussion group can backchannel about the inner group's discussions. Try TodaysMeet , Padlet, or even a shared Google Doc to collect the comments.

Use a random group selector like randomlists.com to create a **Word Combining** assignment from a list of vocabulary words. Allow students to watch as you generate the list(s)—they will moan and groan at the computer not at you.

Students can create **Perspective Entries** or a **RAFT** with fake social media profiles on a class discussion board. Students interact while keeping in character. Remember, if using a public site such as Twitter, check Terms of Use and make it clear the profile is fake!

Provide student pairs with an image (diagram, art work, etc.). Student A uses precise, descriptive language to record a description for Student B. B listens and visualizes with **Mental Imagery**. B can sketch the visualization and compare to the original image.

Have you used SmartArt in PowerPoint? SmartArt includes many popular graphic organizers that are customizable and have clear connections to **Power Thinking**.

Technology Advice from the Trenches

Jeffrey Jakob, CRISS District Trainer at Joliet Township High School, incorporates technology successfully and productively in his classroom. Jeff credits much of his success to the power of providing an authentic audience through technology: Students are motivated to publish and share their work to get comments—not just for an A. Additionally, technology provides students with the flexibility to pick and choose from a variety of tools that complement their learning styles and interests, comfort levels, and available resources. Below, Jeff shares some of his ideas:

> - *Rather than discussing Author's Craft for text books, we have our teachers and students analyzing the structures of websites and online tools. There are great webtools, such as http://popplet.com or http://padlet.com/, for students to do Concept maps, Venn diagrams, and most importantly, share their work with an authentic audience.*
> - *We use RAFT to help students comprehend the material, but in the end we are publishing blogs that are actually viewed and read by students around the world and country.* (Check out this video featuring Jeff and his students to learn more about the power of an authentic audience!)
> - *My students hand in everything electronically and often publicly use a class blog so they can see the work of others and even make comments. We just submitted a Three-Circle Venn Diagram on our blog and students used a variety of technology to complete the assignment: attaching a word document; using a website and attaching a link; or completing it on paper, snapping a picture, and posting to the blog. This allowed students to discuss how they approached the assignment differently and reflect on how seeing classmates' work might change the way they do assignments like this in the future. Now to turn that Venn Diagram information into a writing assignment!*
> - *Students completed "End of the Year Blog Posts" where they reflected on the work they did throughout the year. The technology helps because students have the ability to go back and look at all their work. If done on paper, the assignments would have made it to the garbage or been lost, making this activity impossible.*

Read some student reflection excerpts below and on the following page.

Thank you, Jeff, for sharing your experiences!

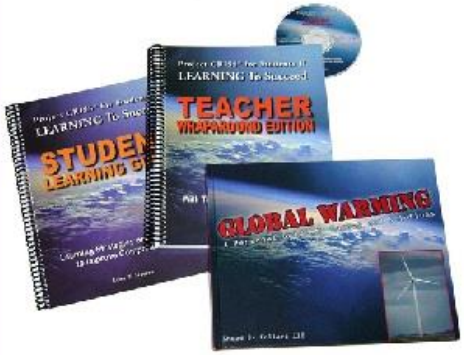
Alyssa: Looking back on my work using the blog, I feel like it helped me progress through the year. When I read people's comments, I felt like someone actually took the time to read my posts and comment on them. Some of the blogs may seem really weird, but they really do help us learn, especially with the creative thinking ones.

Desmond: Overall, looking back at my previous work has showed me that I've learned so much throughout the year. It made me realize how my writing has improved as well. This was good for me because now I know that I've gotten better, and that makes me proud of my hard work this year.

Rodney: I think I came a LONG way from when I first started in this class. The thing I think I made the most progress on is grammar, punctuation, and spelling. I believe that because I went over some of the old posts I had in here, and they were horrible! Here's one of them…

Marcus: At the beginning of the year I could barely write five sentences, but now I can write full papers thanks to this class. We wrote more in this class than in English. I learned how to write with more detail in this class.

Project CRISS for Students II: LEARNING To Succeed



CRISS for Students II: LEARNING To Succeed is a flexible curriculum designed to teach the CRISS learning principles and strategies directly to students in high school or with advanced middle school students. Half of the lessons in the student workbook are based on the CRISS Keys to Learning—learning principles derived from cognitive psychology and brain research. Alternating with these lessons, students apply strategies to untangle the issue of global warming as presented by award-winning science author Sneed B. Collard III in his book, *Global Warming: A Personal Guide to Causes and Solutions.*

For more information about the CRISS for Students II program and a look at one of the chapters in the student workbook click here.

Technology Advice from the Trenches (continued)

Mar'zah: Technology helps my learning because I feel that the computers we get at school are the same as any other book we would get a school. It helps me while I'm doing my homework and if I have a question about my homework I look it up on my computer. With paper I can write out my notes but on my computer I can do the same … and If I lose my paper from school I have it saved on my computer on my *H-Drive*. An H-Drive saves all my stuff from freshman to senior year. This is why technology helps me and I can reflect own my learning…Using the Twitter notes is helpful to me because we use #A (Analysis) or #E(Evaluate) etc. but it helps me to stay organized and also keep track of my summaries.

Damon: Over this school year world affairs is a class that I would have to say I disliked the most….When I first came to this school I didn't really know how to write a good paper or essay and the laptops were confusing to use. Because of this class I can now write a perfect paper or essay in MLA format and I know how to cite correctly. I am also now good with the laptops because world affairs has us using them every day.

When I first came to this class I didn't really get what we might learn in this class, but now I get exactly what this class is supposed to teach us. This class is to help us get a better understanding of the world we live in. I have learned many things in world affairs but we didn't only learn about America we learned about all around the world. Our teacher had us even connect with students from a different country and share our assignments with them. This helps us get an idea of what life is like for people in different countries.

We did many fun projects that helped us learn something in some way or another. One of my favorite projects we did I learned how to use a map because we had to find stuff around the room using map positions. We had to make a film on a book we read earlier in the year and making the film helped me learn a couple of things. It helped me learn how to make a video and how to make an email and it also taught me how to upload videos to YouTube. So I guess there's been a couple fun and helpful things we did in this class.

We had to do group work but it wasn't all just group work. We had to do some work on our own and at home too. When we were reading a book on Sudan I had to do a lot of reading at home. When we did a film for the final project I had to find all the research on my own. I also had to make and upload the video myself. Before we did anything on our own it had already been demonstrated how to be done correctly in class.

Over this school year world affairs has taught me lots of stuff. It's taught me how to write, how to cite, how to do my own research. It's even helped me to keep track of my reading. One of the best things world's affair taught me is how to do work on my own. Before I started this paper as my final I didn't think I'd be able to finish this on my own but then I thought back to everything I've learned throughout the year and I used it to write this five paragraph essay. So now hopefully by using the stuff I've learned, I'll get a good grade.

Tech-Focused Classes and the Framework for Learning

Web design, graphic arts, computer-aided drafting, computer science, and software classes (i.e., Microsoft, Open Office, or Google Docs classes) provide a myriad of opportunities to motivate students and provide them with experience using products required by future employers. Sometimes, however, these classes devolve into a series of step-by-step exercises. Even when tutorials are used as precursors to more interesting end products—perhaps involving collaboration with other content areas or project-based learning—it's easy to overlook how the Framework for Learning can be used to organize the class. Consider the ideas below for those classes that rely on technology.

- **Preparing with Author's Craft:** Analyze websites, real business presentations, graphic design products. Talk to actual practitioners about the tools they use. From drafting tools such as CAD or Sketch-Up to advanced Excel features to straightforward PowerPoint presentations, why do experts use *those* tools? What are industry standards? What do end users look for? Where can students find the same or similar free or low-cost tools? If downloading, what are clues that the source website isn't a scam and the download is safe? Why are some tools free, and how does the source make money? What do these things mean for user and content privacy? Ensure students make connections between these questions and answers and each project in the course.
- **Engage with Content through Writing, Discussing, Visualizing, and Organizing:** Some advanced technology classes are opportunities for students to solve real problems; create a business, product, or website to support a personal interest; and learn tech skills future employers want to see. Make the end goal of the class realistic and incorporate CRISS engagement strategies in such a way that lessons mirror actual business processes. For example:
    - Web design often starts with the client visualizing the end product and determining requirements (Mental Imagery, Picture Notes, Concept Mapping, Pattern Puzzles). The functional designer uses the requirements to identify workflow scenarios and permissions for each user type (Content Frames, Semantic Feature Analysis, flow charts). The developer uses that information to determine the best tools, languages, and logic for the site before starting to code (Problem-Solution or Cause and Effect Notes).
    - Graphic designers working large projects obtain the goal and restrictions from the client. Individuals on the design team develop ideas individually and then pitch them to each other (Think-Pair-Share, Free Writes, ABC Brainstorm). Then, the group brainstorms the strengths and weaknesses of each (Carousel Brainstorming, Sticky-Note Discussions) before moving on with a unified vision and finally presenting back to the client.
    - Businesses expect productive collaboration. Give students a variety of support tools for each step to keep all communication clear between team members. For example, coordinate via Google Docs, use Track Changes in Word, maintain a version control spreadsheet, or create file naming standards. Use your knowledge of the relevant industry to decide an appropriate starting point.

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Project CRISS for Students I: It's a Brain Thing ~ Learning How to Learn!

Project CRISS for Students I: It's a Brain Thing Learning How to Learn! is a semester-long learning strategies class for students in grades 5-9. The semester class introduces students to the CRISS principles and strategies. The curriculum includes the companion trade book *Tough Terminators* by Sneed B. Collard III and a DVD from the Critterman's World series (informational videos about animals) by Montana's own Doc Wild.

For more information about the CRISS for Students I program and a look at one of the chapters in the student workbook click here.

Tech-Focused Classes and the Framework for Learning (Continued)

- Social Media Consultants manage the online presence of organizations through outlets such as Facebook and Twitter. Ask students to take on this role to communicate project status. To start, review how popular companies use social media and then use a class discussion to develop a communications plan built off identified patterns (i.e., frequency, spelling/grammar, audience management, accuracy, tone). Convert the plan to a rubric. This approach can be adjusted for savvy users (create a viral video!), beginners (focus on grammar and spelling), and can be a great way to explore digital citizenship and concerns with social media. Actual social media doesn't need to be used – try Google Docs or handwritten exit tickets. Social media relies on *quick*, engaging, regular updates. Scaffold with One-Sentence Summaries, Word Combining, or Writing Templates.

- Reflect: School projects demonstrating relevant skills are entirely appropriate for student résumés, especially when augmented with a portfolio. As a content reflection, have students draft their resume or portfolio to highlight their new skills. Metacognitive process reflections on technology projects are likely to sound a lot like possible interview questions: What were your strengths and weaknesses while working on the project? How did collaborating with others impact your work? How could you apply what you learned to something new?

Often, students in advanced technology courses are motivated and self-select to be there. Even introductory tech classes, like those where students learn to use Office suite software, are motivating because students know they'll be using the technology in the future. There are many ways to develop engaging lessons and have students design interesting and relevant end products, but it's also possible to focus too much on just those final products. Students must learn these 21st Century skill sets and processes in preparation for post-secondary life. Always consider how the Framework for Learning applies to big projects and contextualize the projects in an experience similar to those students will face in the work world.

Tricky Standards Rollout in Texas
by Carol Avery, Master Trainer

Figure 19 is Killing Us!

This was a quote I stumbled upon on a Texas teacher's blog. As a former secondary instructional specialist and a current Master Project CRISS Trainer, this quote enticed me to ponder, *How can Project CRISS assist teachers and students in conquering Figure 19?*

Before I delve into this any further, you need some background knowledge on what Figure 19 is, and how it came into existence. Back in 2009 the Texas school board was voting on instituting an updated and revised version of the English language arts essential knowledge and skills, TEKS, created by the Texas Education Agency for grades K-12. While deliberating, the state school board decided to remove the standards for reading comprehension beyond grade 5 from the document. Educators, researchers, professors, and experts in the field protested over this move because they felt the underlying assumption was faulty based on everything they knew to be true. They petitioned the board. In retaliation, the school board met at undisclosed locations and times in Austin to finalize the document. Finally, in an act of desperation after a slew of press coverage, they agreed to meet and hear testimony from all sides. The board voted to keep the TEKS document *as is* but to amend it with Figure 19, a vertically-aligned reading comprehension skill set for grades K-12 in English language arts. The knowledge and skill statement for all grades reads*: Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed critical readers* (Texas Education Agency, 2009). Little did anyone know at the time the lasting impact Figure 19 TEKS would make on curriculum, instruction, and assessment in Texas.

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While studying Figure 19, it became crystal clear to me that Figure 19 and Project CRISS are a perfect match. For over 30 years, the overarching learning principle of Project CRISS is metacognition, which perfectly aligns with "…*a flexible range of metacognitive reading skills*…" These skills are tested on STAAR, the State of Texas Assessment of Academic Readiness, for grades 3-10 (currently). Some 40% -50% of the questions on the reading portion of STAAR at those grade levels are coded to Figure 19 across all reading genres. Teachers and administrators across the state of Texas now realize the significance and relevance of Figure 19. Project CRISS is the process path to assist teachers and students in achieving the set of critical reading skills as defined in Figure 19.

I approached Deb Franciosi, the Director of Project CRISS, with the idea of creating a workshop specifically focused on implementing Figure 19 with Project CRISS for any educator—whether or not they are already CRISS-trained. Together we developed a one-day workshop for both elementary and secondary teachers targeting Figure 19 through the Project CRISS Frameworks for Teaching and Learning. As we acquire new knowledge and data, we revise and fine tune it to best support Texas teachers.

Recently I overheard a conversation between two administrators:

> *After looking over the STAAR data for my school, I've had an epiphany. Since the language arts teachers have redesigned their curriculum to address the Figure 19 TEKS, our scores across all content areas tested have improved. Coincidence or connection?*
>
> *That's interesting; maybe I should consider approaching my staff to discuss how the implementation of Figure 19 across all subjects could help improve not only our test scores, but the overall critical reading skills of our students.*

That leads me to the conclusion that a districtwide implementation of Project CRISS could possibly result in students who are "self-directed critical readers."

Project CRISS and Figure 19 Workshop Agenda for Elementary Groups

- CRISS Introductions & Overview
- Figure 19 Analysis
- Metacognition
- Poetry Lesson with Discussion
- Expository Nonfiction Lesson 1 with Writing
- Expository Nonfiction Lesson 2 with Questions and Strategies
- Reflection

Project CRISS and Figure 19 Workshop Agenda for Secondary Groups

- CRISS Introductions & Overview
- Figure 19 Analysis
- Metacognition
- Literary Nonfiction & Poetry Lesson with Companion Passage Short Answer
- Lessons Learned from Companion Passage Scoring
- Expository Nonfiction Lesson with Short Answer Questions and Strategies
- Reflection

Links in this edition:

Framework for Learning Posters

- More information: http://www.projectcriss.com/implementation_support
- Order form: http://www.projectcriss.com/files/order-forms/Implementation_Support_Material_Order_Form.pdf

Early Steps: Learning from a Reader

- Order form and Table of Contents: http://projectcriss.com/files/order-forms/Early_Steps_TOC_and_order_form.pdf

Become a CRISS Certified Trainer!

- Texas Institute: http://www.projectcriss.com/events/view/33653
- Montana Institute: http://www.projectcriss.com/events/view/33654
- Calendar page: http://www.projectcriss.com/events?event_type_id=2&Filter=

Online Offerings

- Online Intro to Project CRISS registration and information: http://www.projectcriss.com/events/view/33666
- Information and requirements for becoming a trainer: http://www.projectcriss.com/professional_development/level_II_training
- Web Workshop schedule, information, and registration: http://www.projectcriss.com/files/registration/Web_workshop_winter_2015.pdf

Technology Advice from the Trenches

- Suggested webtools:
  http://popplet.com

  http://padlet.com
- Video of Mr. Jakob's classroom: https://www.youtube.com/watch?v=kq9_Z8crD-4

CRISS Hits the Road:

International Reading Association Annual Conference in St. Louis, Missouri, July 18-20, 2015

Engaging Learners with Content in Thoughtful Ways: Common Core & Project CRISS, presented by Dr. Debra Franciosi, Saturday, July 18, 2015 at 12:00 PM

Stop by the Project CRISS exhibit booth, #1700, for discounts and a treat!

Secondary Reading Interest Group, with presentations by Doug Buehl, Carol Jago, and Jeff Wilhelm, Saturday, July 18, 2015 at 3:00 PM

