

Project CRISS Reference Guide for Teachers

INTRODUCTION

Introduction

Teachers in Kalispell School District No. 5, Kalispell, Montana, designed Project CRISS® (CReating Independence through Student-owned Strategies) to help students learn more effectively throughout the curriculum. The project focuses on teaching students how to learn through reading, writing, talking, and listening. Students learn to apply CRISS strategies in all subject areas and at all grade levels.

A team of middle and high school teachers wrote the program under the direction of Dr. Carol Santa, District Reading Coordinator at that time. The program became a state-validated demonstration site in 1982 and a nationally-validated project for grades 10 through 12 in 1985. In 1993, the validation was expanded to include grades 4-12. Through the project's onsite professional development workshops, many teachers in districts throughout the country have readily adapted ideas from CRISS in their classrooms.

Components of CRISS

The CRISS training, designed for all content teachers, is composed of the following elements:

- ★ Framework for Learning
- ★ Identifying the author's craft
- ★ Discussion strategies
- ★ Organizing strategies
- ★ Writing strategies
- ★ Vocabulary strategies
- ★ Assessment
- ★ Framework for Teaching

For more information about Project CRISS, training opportunities, student curricula, and support materials, please visit our Web site at www.projectcriss.com or give us a call, 1-877-502-7477 (toll free).

Using this Flipbook

We have divided the information in this flip book into six areas. Look for the icons on the left-side margin to identify the type of information presented.



Framework for Learning—the CRISS Principles and Philosophy of learning



Note-taking Strategies—ways to organize information for learning



Writing Strategies—structures to help students write both formally and informally



Vocabulary Strategies—aids for learning and remembering difficult terms and concepts



Discussion Strategies—ways to engage students in instructional conversations



Framework for Teaching—components of the CRISS Strategic Learning Plan

If you have participated in a CRISS Level I Training, you know we are strong proponents of “thinking about your thinking” or, in other words, reflecting on what you do as a learner and teacher. Please spend some time reflecting on how you are implementing CRISS. We have provided space at the end of this booklet for your thoughts.

Remember to keep your CRISS training manual handy. In addition to the research base for our principles and strategies, it includes step-by-step instructions for introducing a large variety of learning strategies, including those in this booklet, to your students. Also, you will find lots of extensions and examples.

We hope you find the Frameworks and strategies in this booklet useful in your quest to create successful and independent student learners!

Project CRISS Reference Guide for Teachers WITH TABLE OF CONTENTS

	Framework for Learning
	Metacognition
	Background Knowledge
	Knowing the Purpose
	Active Engagement / Discussing & Writing
	Organize / Practice
	Power Notes
	Two-Column Notes
	Graphic Organizers / Content Frames
	RAFT / Power Paragraphs
	Spool Paper
 	Opinion Paper / Issue Paper
	Vocabulary Maps / Vocabulary Conversations
 	Discussion Strategies / Framework for Teaching

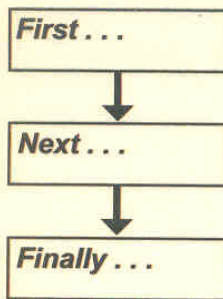
Project CRISS Reference Guide for Teachers

GRAPHIC ORGANIZERS & CONTENT FRAMES

Graphic Organizers

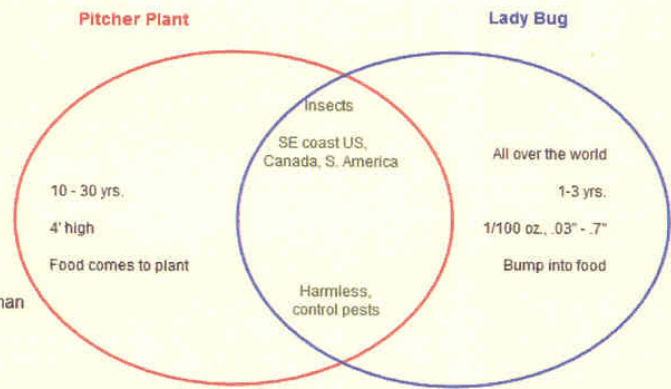
Graphic Organizers (sometimes called “Maps”) encompass a variety of note-taking formats that show relationships among ideas. They may contain pictures or words or both. In the Power Notes section, you will see a **Power Map** on sports. If students need to take notes on main ideas and details, a Power Map is a great format. If the purpose of note taking is to show the steps in a process or the sequence of events in history or in a story, then the **Sequence Map** is a better choice.

Sequence Map



- What they eat
- Where live
- Life span
- Size
- How hunt
- Relationship to man

Venn Diagram



To write notes showing how two things are similar and/or different use a Venn Diagram.



A **Picture Map** changes words and ideas into pictures, icons, or symbols. This type of note taking allows students to use creativity and imagination. (See the map to the left on “Photosynthesis.”) Students find it motivating and fun, too. The best result, however, is that it helps them remember the

information. Encourage them to use **Picture Maps** if they have to give oral reports. The map is a nice visual and also acts as notes.

Content Frames

Frames or **Charts** provide another way to organize information. Frames work well in situations where students need to understand the inter-relationships of ideas. Consider using frames where authors structure their texts in such a way that the main ideas are explained using the same subtopics. For example, a reading selection on different types of spiders explains each spider by telling (1) what it looks like, (2) where it lives, (3) what it eats, and (4) other habits. The frame would list the spider types down the left margin and the four categories of information across the top. As the student reads, the information is filled in. Identifying the main ideas and detail categories is an important part of the note-taking process. Below are examples of frames used in math and social studies classes.

MATHEMATICS FRAME:

Name	Symbol	Label	Key Word	Definition (<i>in own words</i>)
Plane			2-D or Flat	A plane is a flat surface like the top of my desk.
Point			Dot	A point has no dimensions, just a location. Group points together to make lines.
Line			Straight	A line is a set of points determined by any two points. It is horizontal, vertical, or oblique (angle). It's endless.

SOCIAL STUDIES FRAME:

Political Party	Environment	Education	States Rights vs. Central Government	Social Programs
Democrats				
Republicans				

This frame (above) was created by students to collect information for a research paper on two political parties. Shown are just some of the comparison categories.