

Textbook Publishers and CRISS ~



FORMING LEARNING CONNECTIONS

As the popularity of Project CRISS grows across the country, we find ourselves being contacted more frequently by publishers looking for ways to incorporate CRISS principles and strategies into their textbooks. Currently, CRISS has connections with three publishers, Glencoe/McGraw-Hill; Holt, Rhinehart, and Winston; and McDougall-Littell. All of these companies have contacted our office and asked us to review and/or edit their use of the Project CRISS principles and strategies.

In this and future newsletters, we will give you a quick overview of how these publishers have incorporated CRISS, and we will link to a sample of CRISS use in their textbooks. Although we are sharing with you how CRISS is included with some of these publishers' products, Project CRISS does not recommend or endorse any textbook or publisher. Our work with these publishers was solely to insure the accuracy of their CRISS information.

Holt, Rhinehart, and Winston Provides Online Connections to CRISS

With the release of their new middle school and high school social studies textbooks for Tennessee and North Carolina, Holt, Rhinehart, and Winston Publishing Company (HRW) is providing online CRISS support. For each chapter in the social studies books, they provide teachers with a one-page set of guidelines for the implementation of a Project CRISS principle or strategy.

Each online page is organized with four areas of support:

- **Student Goal:** In this section, HRW provides a *content* “enduring understanding” based on the content of the entire chapter. In addition, teachers are given a *process* understanding, which relates to the specific CRISS principle or strategy.
- **Strategy:** In this section, the principle or strategy is summarized, and teachers are provided with some rationale for why the principle or strategy is effective.
- **Activity:** In the “Activity” section, the publisher relates the principle/strategy to the specific chapter in which it will be applied. When necessary, examples are provided to clarify the application for the teachers.
- **Learn about Learning:** In this final section, teachers are provided with reflection questions to use with their students. These questions will help students think about the effectiveness of the principle or strategy—why and how it worked for them.

In working with HRW, we were pleased to see the incorporation of the Project CRISS Principles and Philosophy as well as strategies. Specifically, their online guide sheets target the application of background knowledge, organizing and transforming information, and the author's craft. As you can see from the “Learn about Learning” section, every page includes metacognition—the most important element in our Framework for Learning—through the use of a process conversation.

Some of the strategies you will find used in the online support are Power Thinking, Pattern Puzzles, Main Idea—Detail Notes, Conclusion—Support and Problem—Solution Notes, Venn Diagrams, Spool Papers, One-Sentence Summaries, and many discussion strategies.

Sample pages from a middle school social studies text, *Holt Social Studies: United States History, Tennessee Edition* follow this article. If you would like more information about the HRW social studies materials, visit <www.hrw.com> or call 1-800-HRW-9799 (1-800-479-9799).

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In the fall 2007 issue of *Comments from CRISS*, we began a three part series highlighting three publishing companies and how they've incorporated CRISS into their textbooks. In this issue, Joan Smathers, CRISS National Trainer and National Language Arts Consultant at McDougal Littell, writes about a brand new program, *McDougal Littell Literature*. Because it is a recently developed program, and not a revision of a current program, Joan feels it truly reflects CRISS principles throughout.

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McDougal Littell Literature (2008) and CRISS

During the past ten years, McDougal Littell textbooks in the science, math, and social studies disciplines have continually reflected the before, during, and after reading/learning strategies of the CRISS principles. The middle school science books, for example, organize learning around key ideas; the math texts were the first to include a notebook to integrate writing; and the social studies books on all levels focus readers on purposeful, connected learning. Each year, more metacognitive opportunities have been added.

The 2008 edition of *McDougal Literature*, a brand new program built with the consulting advice of Bob Marzano, Janet Allen, Carol Tomlinson, Jim Burke, Yvette Jackson, Judith Langer, and Arthur Appleby, reflects the highest level of CRISS correlations in any textbook to date. In the student edition alone, these metacognitive strategies guide the learner:

- Unit and selection Big Questions help readers tie together and remember themes, motifs, and **enduring understandings**.
- Key Idea/Activity before reading builds upon and creates **background knowledge** and helps all students connect to the literature.
- A full-page visual—fine art or photograph or graphic—relates to the key idea and further builds background to continue the conversation begun by the Big Question.
- Focused, **purposeful reading** directs each reading.
- Active reading and learning is supported by **integrated discussion** throughout the reading.
- Embedded **organizers** aid thinking, writing, discussion, remembering.
- Multiple opportunities for **informal** and **formal writing** are integrated before, during, and after reading.
- Systematic **vocabulary building** occurs during all phases of learning.
- Ongoing **formative** and **formal assessment** options for each selection strengthen and build skills.

Sample pages from the 2008 edition of McDougal Littell Literature, grade 7 follow this article. A selection many seventh graders read is “Rikki-tikki-tavi” by Rudyard Kipling. This short story and others in the unit help answer the Big Question: What makes a story unforgettable? The Big Question leading into the story itself—What makes you brave?—helps students tap into their own background knowledge by thinking of a time when they were brave and creating a picture of the occasion

to share with the class. Then, before reading, students analyze a visual that further helps them connect to the story. As students read, unusual words such as “veranda” are explained through “visual vocabulary”—a photo or painting with the definition. The students can then duplicate this strategy. The power of questioning while reading is emphasized throughout the selection, with opportunities for learning conversations on every page.

The “After Reading” pages in *McDougal Littell Literature* include questions with embedded organizers, social studies connections, and creative writing responses including RAFTs. A vocabulary page includes practice in context, vocabulary in writing, and visual charts and organizers to explain vocabulary strategies.

Although all of the ancillary components expand upon this strong CRISS-based approach, the **Best Practices Toolkit** must be mentioned for its ready-to-use online or transparency ready strategies. Students and teachers with a CRISS orientation will want to add many of the reading, literary analysis, organizing, vocabulary, and writing strategies in this Toolkit to their own CRISS book bag. The program reaches all learners.

If you would like more information about McDougal Littell materials, visit <<http://www.mcdougallittell.com>> or call 1-800-462-6595.

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In both the fall 2007 and winter 2008 issues of *Comments from CRISS*, we highlighted two publishing companies and how they've incorporated CRISS into their textbooks. In this issue, the final of our 3-part series, we focus on publisher **Glencoe/McGraw-Hill** and how they've weaved CRISS Principles and Strategies into their textbooks.

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***Glencoe World History* and Built-in Reading Strategies**

Glencoe/McGraw-Hill incorporates the tenants of Project CRISS into its social studies textbooks in a variety of ways. Each teacher's edition includes CRISS strategies such as facilitating discussions, organizing systems, and teacher modeling to help students learn and remember content. As important as including teaching strategies is, Glencoe/McGraw-Hill believes it is equally important to create independent learners through the inclusion of reading comprehension features in our student editions.

The student edition of *Glencoe World History* illustrates how Glencoe/McGraw-Hill utilizes reading strategies that guide students to become better readers, writers, and learners. The textbook supports active learning in the following ways:

- Each chapter is organized in the same way, so that students quickly become familiar with the text structure. The textbook also contains a "Scavenger Hunt." The questions encourage students to become actively acquainted with how the textbook is organized.
- The textbook is organized with considerate text in mind. Considerate text is applied through text design and layout, as well as through guidance and structure for students' reading comprehension and retention.
- The beginning of each section requires students to activate background knowledge, both about what they have learned in previous chapters and how the information in the upcoming section applies to students' own life experiences.
- Every major concept is supported by complete explanations and appropriate vocabulary. These concepts and vocabulary items are used and reinforced throughout the chapter.
- Relevancy and appropriateness are major considerations when selecting people, places, events, and concepts to highlight in the text. New vocabulary is always accompanied by a full definition and explanation of how it relates to the main idea. The text also contains signal words to indicate idea sequences, important concepts, comparisons, illustrations, and conclusions.
- The text provides aids for metacognition so that students can monitor their comprehension throughout the textbook. This is accomplished by establishing reading strategies at the beginning of each section, section reviews, and visual summaries that recap the main ideas of the chapter. This directs students to the key concepts they should understand after reading the chapter.
- The textbook's online learning center provides more opportunities for students to engage in active learning. Chapter summaries, complete web-based activities, and self-check quizzes enable students to test their grasp of main ideas. The online materials also contain puzzles and games based on chapter content and eFlashcards so that students can quiz themselves or other students on specific vocabulary, terms, people, places, and events.

To see the online resources available for both students and teachers with *Glencoe World History*, please use this link: <<http://glencoe.mcgraw-hill.com/sites/007874525x/>>. If you would like more information on Glencoe/McGraw-Hill products and see for yourself how they utilize CRISS strategies, please go to <www.glencoe.com> or call Customer Service at 1-800-334-7344 for information, or to contact your sales representative.

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CHAPTER 3: The English Colonies

PRINCIPLES AND PHILOSOPHY: ORGANIZING AND TRANSFORMING INFORMATION

Student Goal: After reading this chapter, students should be able to describe the economy and daily life of the English colonists in North America. They should also be able to identify the key information in the chapter using the Power Notes strategy.

Strategy: Power Note taking is an effective method for organizing information. Similar to outlining, it connects main ideas to their supporting details. This technique can help a student organize his or her thoughts before beginning to write or help students to identify key information from a reading selection.

The main topic of the piece can be the title of Power Notes. The information that the writer wants to explain can be divided into two or more sub-topics, which are labeled Power 2s. Ideas that help support each of these sub-topics are listed underneath the sub-topic and labeled Power 3s. Further supporting ideas should be labeled with higher numbers, or Powers 4, 5, 6, etc.

Activity: Instruct students to preview the chapter by looking at the Chapter title, Section titles, and blue and red Headings. Have them create an outline that reflects the structure of the Titles and Headings using the sample outline below. Section titles are Power 1s, blue Headings are Power 2s, and red headings are Power 3s. Then tell students to read the chapter. Organize the class into groups of three or four students. Have each group identify one or two Power 4 supporting statements from the textbook that could be entered under each Power 3 Heading. Let students add Power 5 details, too, so long as they relate to the Power 4 above.

Learn about Learning: As a class, discuss the methods students used to create their Power Notes and to find their supporting statements. How do Power Notes help to organize information? How did student know where certain information could be found?

The English Colonies

1. The Southern Colonies

2. Settlement in Jamestown

3. Founding a New Colony

4.

4.

3. Powhatan Confederacy

4.

4.

3. War in Virginia

4.

4.

What is a

WINNER?

KEY IDEA You might normally associate a **winner** with a contest, a game, or a sport. But can you also be a winner when you're not competing with other people? If so, how? In the selections you're about to read, you will find out how Lance Armstrong faced two very different challenges and came out a winner in both.

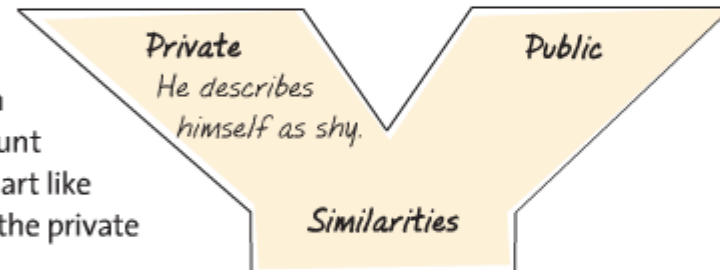
SKETCH IT Do you remember a time in your life when you felt like a winner? Maybe you won a spelling bee or achieved something that no one else ever had. Perhaps you faced a fear or a challenge. Create a sketch of the moment and include a title that describes what is happening. Share your sketch with the class.



was it so special?

Literary Analysis

4. **Make Inferences** Review the inference equations that you made while reading. Which, if any, of your inferences have changed? Explain your reasons for either changing an inference or keeping an original inference.
5. **Interpret Meaning** Reread LaTrice’s quotation in lines 83–88 of the excerpt from *It’s Not About the Bike*. Why does Armstrong say, “It is one of the single loveliest things anyone has ever said to me”?
6. **Compare and Contrast** The autobiography *It’s Not About the Bike* shows the private side of Lance Armstrong. On the other hand, John Wilcockson’s account portrays Armstrong in public. Use a Y chart like the one shown to compare and contrast the private and public man.
7. **Analyze Quotations** On the basis of the quotations in the excerpt from *23 Days in July*, what do you think Wilcockson wants the reader to remember about Armstrong? Cite three quotations to support your opinion.
8. **Draw Conclusions** In 1996, Armstrong beat cancer. In 2004, he became a six-time winner of the Tour de France. Considering what you learned from the selections that you just read, what qualities helped Armstrong win such big victories?



Extension and Challenge

9. **Inquiry and Research** Research the Tour de France and create a tourist’s



Can appearances **DECEIVE?**

KEY IDEA Cute doesn't always mean cuddly, and frightening doesn't always mean vicious. Appearances can **deceive**, as you will find out when you read "What Do You Know About Sharks?"

DISCUSS How much do you really know about sharks? Copy the chart shown here, and decide whether each statement is true or false. Then gather with others in a small group and share your answers. Does everyone agree on the "facts"?

<i>Statement</i>	<i>True or False?</i>
<i>1. The great white is the largest shark.</i>	
<i>2. Most sharks are dangerous to humans.</i>	
<i>3. Sharks lived at the time of dinosaurs.</i>	



Critical Analysis

4. **Identify Text Features** Locate the photograph of the shark’s eye on page 880 and the text features that are used with it. What do you learn from the photograph alone? What does the text add to your understanding of the photograph?
5. **Compare Outlines** Compare the outline you made while reading this article to one created by a classmate. Which main ideas and supporting details did you both have? Which were different?
6. **Analyze Author’s Purpose** What do you think is the author’s main purpose for writing “What Do You Know About Sharks?” Explain how the text features help Guynup achieve this purpose.
7. **Draw Conclusions** Do appearances **deceive** when it comes to sharks? Use a chart like the one shown to list facts supporting both of the opinions given. Use information from your outline, or return to the article if necessary. Be prepared to defend your conclusion in class.

<i>Opinion 1: Sharks Are Very Dangerous</i>	<i>Opinion 2: Sharks Are Mostly Harmless</i>
<i>A dusky shark’s bite is like being crushed beneath the weight of ten cars.</i>	

Extension and Challenge

8. **Creative Project: Art** Work with a partner to create a poster illustrating the truth about sharks. Use your outline to help you remember the information that is important to include.
9. **Big Question Activity** Review the chart you made as part of the **Discuss** activity on page 872. After reading “What Do You Know About Sharks?”

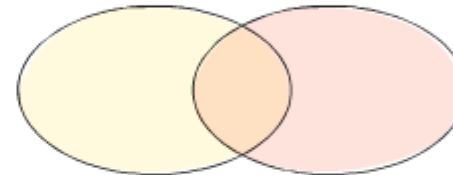
happen in the future. Reread lines 135–143. What does Benchley predict will happen to the great white shark if something isn't done?

6. **Analyze Author's Bias** Review the chart you made while reading. Identify Benchley's attitude toward his subject. On the basis of the information in the chart and what you know from the biography on page 885, why do you think Benchley feels as he does about great whites?

7. **Compare and Contrast Articles** Review "Great White Sharks" and "What Do You Know About Sharks?" to find ways they are similar and different. Then use a Venn diagram like the one shown to record your answers.


"What Do You Know About Sharks?"

"Great White Sharks"



After Reading

Extension and Challenge

8.  **SCIENCE CONNECTION** Review the article and choose three facts about great white sharks. For each fact, find two reliable sources, such as an encyclopedia, an atlas, or an almanac, that verify it. Present your findings to the class.
9. **Creative Response: Screenplay** Benchley compares and contrasts the beliefs about great white sharks at the time he wrote *Jaws* with the knowledge available now. Use the facts that are now known to write a movie scene that features an accurate portrayal of a great white shark.