CSI is now established in schools across America. The adoption of CSI in Newport News, Virginia, in 2009 speaks for CSI’s effectiveness and credibility. This document will help you see how to use CSI within schools and school systems using any one of three different models for literacy instruction:

- reading workshop;
- balanced literacy or guided reading; or
- basal reading or scripted program.

CSI has been designed to complement these three models. The two main benefits of CSI are that it develops teachers’ knowledge and boosts students’ achievement in comprehension. As subsets of comprehension, vocabulary (academic and general) and fluency are also improved by CSI-based teaching and learning.

All three models listed above emphasize that an effective reading program must teach comprehension explicitly, deliberately, and regularly (also see the CSI Research Evidence Report). The scientific and other peer-reviewed research on this is overwhelming (National Reading Panel, 2000; Nuttall, 2007).

CSI is developed to teach comprehension explicitly by using content texts and a “three-by-three” model, as follows:

- Students learn how to use comprehension strategies before, during, and after reading.
- Students experience three instructional approaches – explicit, whole-group instruction; peer- or small-group interaction; and independent practice.

Because of the instructional and peer support students receive during CSI lessons, they are able to cope with the grade-level texts. This is a breakthrough in literacy instruction. One of CSI’s outstanding benefits is that all students can read grade-level texts with the scaffolding and support that they get in whole-group reading. This support is received from the teacher, the digital texts (which have embedded supports such as video, pictures, and glossary definitions), and their peers. There is always interaction recommended, such as “think-pair-share,” during the whole-group lessons.

Because all of the texts from the student cooperative activities are audio recorded, students are scaffolded in their learning. There is strong research evidence (National Reading Panel, 2000) promoting the use of audio texts to support students.
Using CSI in The Reading Workshop

<table>
<thead>
<tr>
<th>The Reading Workshop approach</th>
<th>CSI approach</th>
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<tr>
<td><em>The Reading Workshop</em> involves:</td>
<td>Each <em>CSI</em> whole-group lesson involves:</td>
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<tr>
<td>• teacher modeling;</td>
<td>• teacher modeling and explicit teaching;</td>
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<tr>
<td>• guided practice for students;</td>
<td>• student interaction such as “think-pair-share”;</td>
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<tr>
<td>• individual coaching and conferencing by the teacher; and</td>
<td>• scaffolding to help read the digital texts; and</td>
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<tr>
<td>• writing for a real audience.</td>
<td>• teaching vocabulary using hyperlinks.</td>
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<td>See Donald H Graves (1991, 2003); Shelley Harwayne (2000); Lucy Calkins (1994); and Nancie Atwell (1987, 2003) for more about <em>The Reading Workshop</em>.</td>
<td>Each <em>CSI</em> student-cooperative activity involves:</td>
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<tr>
<td></td>
<td>• audio texts;</td>
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<td>• annotating texts;</td>
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<td>• cooperative reading, talking, and thinking about the strategy being learnt and the text being read; and</td>
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<td></td>
<td>• a unique graphic organizer that is shown, by research, to promote literacy learning for ELLs and struggling readers.</td>
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Using CSI with a balanced-literacy or guided-reading program

*CSI* is a balanced approach to teaching comprehension, vocabulary, and fluency. The texts used are authentic. Most have been pre-published in publications (such as *Weekly Reader*) for the target group of students. Texts are also leveled to be on-grade level.

*CSI* fits well with instructional read-alouds and, because *CSI* uses the shared-reading approach, it has extended shared reading in three important ways.

• The enlarged texts are not only highly engaging – they are interactive. This respects the students, who are digital natives, and their ways of learning.

• The interactive texts allow for shared inquiry learning. Students who may not have access to powerful computers at home are able to bridge the digital divide and learn how to follow their authentic questions through online inquiries, with the teacher modeling and guiding the inquiry.

• The interaction between students, the text, and their peers provides an active literacy-learning environment that is unique in the reading-instruction world.

In *CSI*, the cooperative student activities supported by audio texts provide authentic texts and learning contexts well aligned with balanced literacy principles. The graphic organizers, each one developed for a specific strategy and text, provide small groups, pairs, or individual students (depending on the teacher’s choice) with peer-guided practice. We call this co-guided reading.
The Student Reflection Journal provides students with opportunities throughout the year for reflection, reinforcement, and growth. It also serves as an authentic assessment that teachers can use to see how students have progressed in their strategy use and understanding.

The student’s assessment rubric and the accompanying teacher’s assessment rubric allow students to self-assess and conference with the teacher to chart progress. Students can color the rubrics as they progress through the levels. This improves metacognition, which is a key benefit of CSI.

CSI was developed by guided-reading specialists and is therefore based on some of the strongest practices of guided reading. While using CSI, students talk about the texts in guided-reading groups, helping to aid their understanding and extend their vocabulary. In a typical guided-reading lesson, the teacher reinforces a strategy that has previously been taught in a whole-group lesson; CSI uses and builds on this same principle. Because the CSI texts are leveled, CSI also works well with leveled guided-reading books.

Small guided-reading groups are another opportunity for the teacher to assess how students are using and applying the comprehension strategies learnt in CSI. They also help determine how well the students are using the new vocabulary items and if they are reading fluently. Guided reading gives valuable feedback on what to teach next.

Using CSI with a basal program

CSI was developed with basal programs in mind. CSI is a 45-lesson “booster” program for comprehension, vocabulary, and fluency that enables students to function more effectively in the basal classroom. Basal programs give an advantage to students who can read on-grade level, so CSI helps boost students in their reading achievement and lets them experience grade-level texts in a highly supportive environment. Furthermore, CSI provides non-fiction content-area texts. These are often absent in basal programs, but are vital for students to progress through the middle grades (Biancarosa and Snow, 2006).

The greatest advantage of CSI is that it explains to both teachers and students how to teach and learn comprehension explicitly.

There are also some scripted programs in schools. Scripted programs leave teachers and students little or no discretion about what they learn and when. By beginning the school year with CSI, or spacing out the 45 lessons through the year, students can receive the comprehension boost they need to function more effectively in the scripted program or the end-of-year test.

CSI is rich with content texts in science, math, and social studies. Therefore, if time is not available for explicit comprehension within the scripted program, CSI can be taught in math, science, and social studies time.
**CSI and content literacy**

David Pearson and his colleagues (2006) recommended that literacy practices be incorporated into a variety of disciplines, and that this happen regularly. CSI author Neale Pitches was powerfully influenced by a group of teachers who reported to him that their students “lacked the background knowledge they needed for success in reading.” Neale, his co-authors Toni Hollingsworth and Meryl-Lynn Pluck, collaborator Jim Connelly of Pacific Learning, and the publishing team of Matt Comeskey and Theresa Crewdson, set out to create a literacy program rich in content, digitally engaging, and with cutting-edge evidence-based pedagogy that would really make a difference to student achievement. If you visit www.csi-literacy.com you’ll see that this has become a reality. We hope this document helps you implement CSI in your school.