

---

# Expanding Progress

---

## A Parent Guide to The Common Core Path to Greater Learning

2012 ⇒⇒⇒ 2014

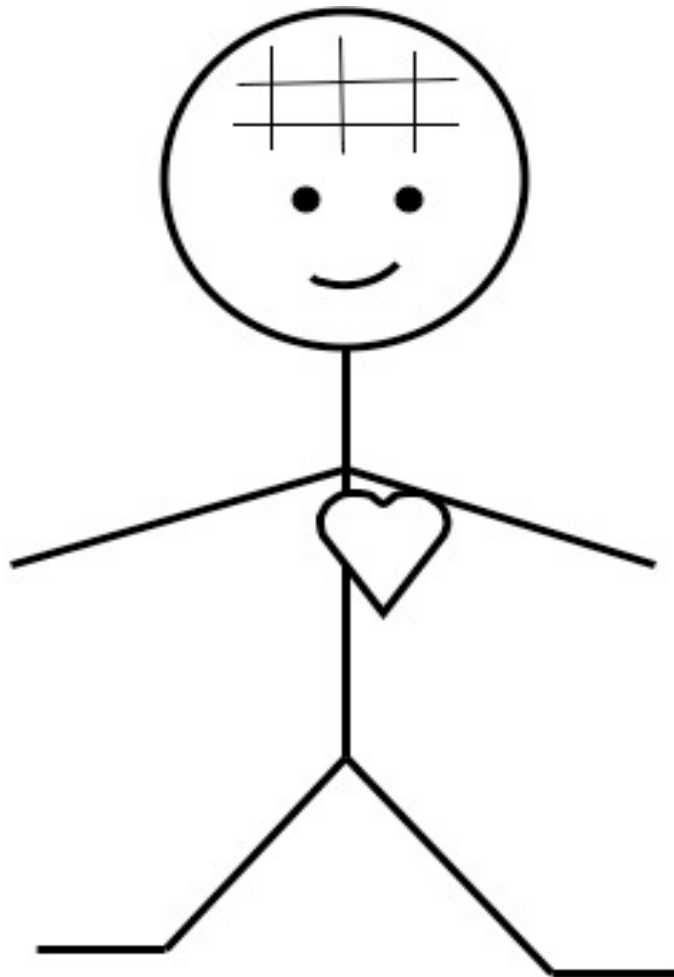
<http://teacher.depaul.edu>

*For a parent guide to what students need to know and be able to do at each grade to reach Common Core standards, go to [http://www.isbe.state.il.us/common\\_core/htmls/resources.htm#parent](http://www.isbe.state.il.us/common_core/htmls/resources.htm#parent).*



What is Tanjanae's hope?

How can we help out children to realize their hopes?



***Inspire   Educate   Expand Possibilities***

**EXPLANATION:**

How will Common Core State Standards change schools?

**What's changing?**

**Greater Rigor and bigger thinking:**

**Students Apply Skills and Strategies to Think More.**

They require nonfiction reading and writing—so students are prepared for college and careers.

**Common Core Schools will guide students to**

**Read/Think\Write to Learn More**

- ✓ Become a better reader
- ✓ Become a better writer
- ✓ Become a **clearer thinker**

*Contrast Illinois Learning Standards and Common Core State Standards. The Common Core is clearer and asks students to THINK clearly.*

*ILLINOIS STATE GOAL 1: Read with understanding and fluency.*

*A. Apply word analysis and vocabulary skills to comprehend selections.*

*B. Apply reading strategies to improve understanding and fluency.*

*C. Comprehend a broad range of reading materials.*

**Common Core Reading Anchor Standards**

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**



## EXAMPLE: Common Core = Thinking More

Anchor Reading Standard: 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

*Choose one proverb or saying. Draw a picture that shows it. Do not use any words.  
Then show your picture to another person.  
Ask them to figure out which saying you showed.*

|  |
|--|
| 1. If you wish to learn the highest truths, begin with the alphabet. (Japan)   |
| 2. Never be afraid to sit awhile and think. (Lorraine Hansberry, US)   |
| 3. He who does not know one thing knows another. (Kenya)   |
| 4. By learning you will teach, by teaching you will learn. (Latino)  |
| 5. If you cannot serve, you cannot lead. (Bulgaria)  |
| 6. A gentle hand may lead even an elephant by a single hair. (Iran)  |
| 7. She that would lead must be a bridge. (Wales)   |
| 8. Do good, and don't worry to whom. (Mexico)  |
| 9. I dwell in possibility. (Emily Dickinson)   |
| 10. Lower your voice and strengthen your argument. (Lebanon)   |
| 11. A clever person turns big troubles into little ones and little ones into none at all. (China)  |
| 12. Everyone is the age of her heart. (Guatemala)  |
| 13. You must be the change you wish to see in the world. (Mahatma Gandhi)  |
| 14. Life is a promise; fulfill it. (Mother Teresa)   |
| 15. Fall seven times, stand up eight. (Japan)  |
| 16. There are no secrets to success. It is the result of preparation, hard work, and learning from failure. (Colin Powell)   |
| 17. The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. (Dr. Martin Luther King, Jr.) |
| 18. Don't let yesterday use up too much of today. (Cherokee)   |
| 19. One of these days is none of these days. (Traditional)   |
| 20. The habit of thinking is the habit of gaining strength. (Nigeria)  |



## Example: Make Science Connections

CCSSR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

An invention starts with an idea.

Choose an invention you think is important.

Analyze: What is the idea that the inventor had?

Infer: What problem would it have solved?

Infer: What changes would it cause?

### Inventions of the 1800's

|                                 |  |
|---------------------------------|--|
| 1800 the battery                | 1858 the rotary washing machine                                  |
| 1810 the first gas light        | 1862 the machine gun   |
| 1810 the tin can                | 1866 dynamite  |
| 1814 the first steam locomotive | 1868 tungsten steel  |
| 1823 the mackintosh (raincoat)  | 1873 barbed wire   |
| 1824 the first toy balloon      | 1876 the microphone and telephone                                |
| 1824 modern building cement     | 1877 the phonograph  |
| 1827 the modern matches         | 1880 a form of toilet paper                                      |
| 1829 Braille printing           | 1880 the modern seismograph                                      |
| 1830 the sewing machine         | 1881 the metal detector  |
| 1835 the revolver               | 1884 the mechanical cash register                                |
| 1835 the wrench                 | 1884 the fountain pen  |
| 1836 the propeller              | 1884 the first gasoline-fueled, spark ignited, piston-engine car |
| 1837 the telegraph              | 1885 the petrol engine and the motorcycle                        |
| 1838 Morse code                 | 1886 the dishwasher  |
| 1839 a bicycle                  | 1887 radar   |
| 1839 rubber vulcanization       | 1888 the alternating current motor                               |
| 1840 the blueprint              | 1888 the pneumatic tire  |
| 1841 the stapler                | 1891 the escalator   |
| 1842 the first grain elevator   | 1892 the internal combustion engine                              |
| 1843 under-ground rail travel   | 1893 the zipper  |
| 1848 the dental chair           | 1896 the rubber heel   |
| 1849 the safety pin             | 1898 the diesel engine   |
| 1850 the refrigerator           | 1898 the roller coaster  |
| 1851 the mechanical elevator    | 1899 the motor-driven vacuum cleaner                             |
| 1857 the Pullman sleeping car   |  |

---

## EXPLANATION:

### THINKING CONNECTIONS

Students will connect reading and writing in content learning units: read, think, write to learn more.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## EXAMPLE:

### Research one invention:

Find out how and why people made it, what science they applied.

Then write to explain what you learn.

Illustrate your report—show how people made it. Show how it changed people's lives.

Then plan an invention that would be as important today!

Remember, inventions start with ideas.



## Explanation

## Common Core Anchor Standards for Reading

There are just ten standards.  
They tell it all—how students need read--to succeed.

|  |
|--|
| <b><i>KEY IDEAS AND DETAILS</i></b>  |
| 1. <b>Read closely</b> to determine what the text says <b>explicitly</b> and to <b>make logical inferences</b> from it; <b>cite specific textual evidence</b> when writing or speaking to <b>support conclusions drawn from the text</b> . |
| 2. <b>Determine central ideas or themes</b> of a text and <b>analyze their development</b> ; <b>summarize the key supporting details and ideas</b> .   |
| 3. <b>Analyze</b> how and why <b>individuals, events, and ideas develop and interact</b> over the course of a text.  |
| <b><i>CRAFT AND STRUCTURE</i></b>  |
| 4. <b>Interpret words and phrases</b> as they are used in a text, including determining <b>technical, connotative, and figurative</b> meanings, and analyze how specific <b>word choices shape meaning or tone</b> .                       |
| 5. <b>Analyze the structure of texts</b> , including how specific sentences, paragraphs, and larger <b>parts</b> of the text (e.g., a section, chapter, scene, or stanza) <b>relate to each other and the whole</b> .                      |
| 6. Assess how point of view or purpose shapes the content and style of a text.   |
| <b><i>INTEGRATION OF KNOWLEDGE AND IDEAS</i></b>   |
| 7. <b>Integrate and evaluate content</b> presented in <b>diverse media</b> and formats, including <b>visually and quantitatively</b> , as well as in words.  |
| 8. <b>Delineate and evaluate the argument and specific claims</b> in a text, including the <b>validity of the reasoning</b> as well as the <b>relevance and sufficiency</b> of the <b>evidence</b> .                                       |
| 9. <b>Analyze</b> how two or more <b>texts address similar themes or topics</b> in order to <b>build knowledge</b> or to <b>compare the approaches</b> the authors take.   |
| <b><i>RANGE AND LEVEL OF TEXT COMPLEXITY</i></b>   |
| 10. Read and comprehend complex literary and informational texts <b>independently and proficiently</b> .   |

Source: COMMON CORE STATE STANDARDS, English Language Arts and Literacy in History/Social Studies & Science, 2010; <http://www.corestandards.org>





## EXPLANATION: The standards will guide Grade to Grade Progress.

The Common Core identifies grade-level standards that represent these “anchor” standards at each level K-12. See how it grows grade to grade. You will find the others in this format at <http://teacher.depaul.edu>.

### Common Core Reading Standard 2

|      | LITERATURE  | NONFICTION/INFORMATIONAL TEXT   |
|------|---|---|
| K    | With prompting and support, retell familiar stories, including key details.   | With prompting and support, identify the main topic and retell key details of a text.   |
| 1    | Retell stories, including key details, and demonstrate understanding of their central message or lesson.  | Identify the main topic and retell key details of a text.   |
| 2    | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.   | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.   |
| 3    | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.                    | Determine the main idea of a text; recount the key details and explain how they support the main idea.  |
| 4    | Determine a theme of a story, drama, or poem from details in the text; summarize the text.  | Determine the main idea of a text and explain how it is supported by key details; summarize the text.   |
| 5    | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| 6    | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.   |
| 7    | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  |
| 8    | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.   | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.                         |
| 9-10 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective       | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

**EXPLANATION: Illinois is changing its standards, too!**

**The Illinois State Board of Education is preparing to move to the Common Core. If you go to their website you'll see information for parents of each grade about what this more rigorous curriculum will require.**

[http://www.isbe.net/common\\_core/pdf/guide/hs\\_english.pdf](http://www.isbe.net/common_core/pdf/guide/hs_english.pdf)

Here is a sample of the Work your Child Will Be doing to Become Ready for College and Career in 9<sup>th</sup> Grade

**Reading**

- Understanding more from and making fuller use of written materials, including using a wider range of evidence to support an analysis
- Making more connections about how complex ideas interact and develop within a book, essay, or article
- Evaluating arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and as appropriate, detecting inconsistencies and ambiguities
- Analyzing the meaning of foundational U.S. documents (the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights)

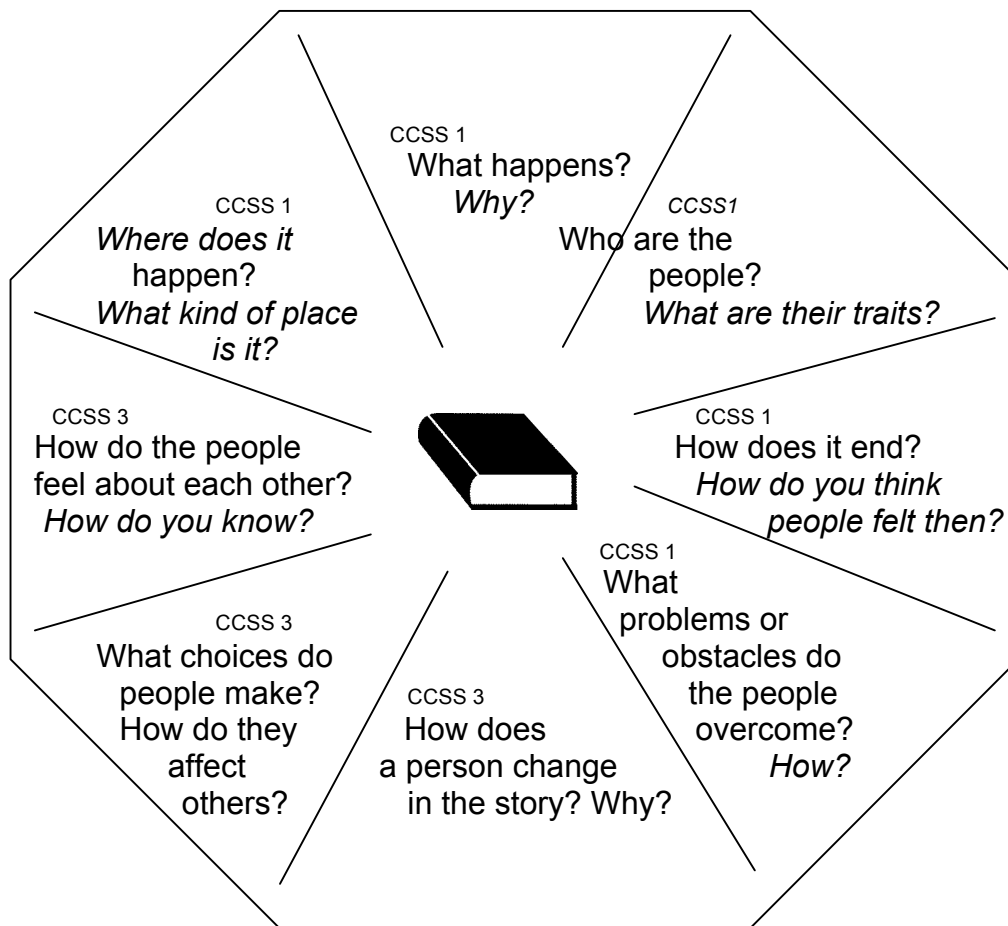
**Writing**

- Making an argument that is logical, well-reasoned, and supported by evidence
- Writing a literary analysis, report, or summary that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details
- Conducting several research projects that address different aspects of the same topic, using more complex books, articles, and other sources

## EXAMPLE: The Core says, Read THOROUGHLY

1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.
2. **Determine central ideas or themes** of a text and **analyze their development**; **summarize the key supporting details and ideas**.
3. **Analyze** how and why **individuals, events, and ideas develop** and **interact** over the course of a text.

Questions for independent reading at school and at home.



CCSS 2 **What lesson can people learn from this story?**

**Support your answers with evidence from the story.**

**Fable: The Tortoise and the Hare**

EXAMPLE: Ask those questions to help your child learn more from any story or fable.

The Hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge any one here to race with me. I am the best."

The Tortoise said quietly, "I accept your challenge. I am tired of your bragging. I am confident that I can beat you."

"That is a good joke," said the Hare; "I could dance round you all the way. You will never be able to speed past me. You will not get the victory."

"Keep your boasting till you've beaten," answered the Tortoise. "Shall we race? I know that I can defeat you."

So a course was fixed and a start was made. The Hare darted almost out of sight at once, but soon stopped and, believing that the Tortoise could never catch him, lay down by the wayside to have a nap. The Tortoise never for a moment stopped, but went on with a slow but steady pace straight to the end of the course.

When the Hare awoke from his nap, he saw the Tortoise just near the winning-post. The Hare ran as fast as he could, but it was too late. He saw the Tortoise had reached the goal. He was astonished. The Tortoise just smiled and went to get a drink of water.

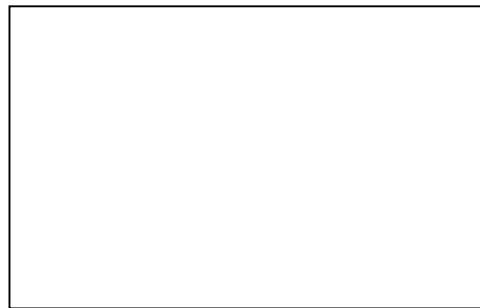
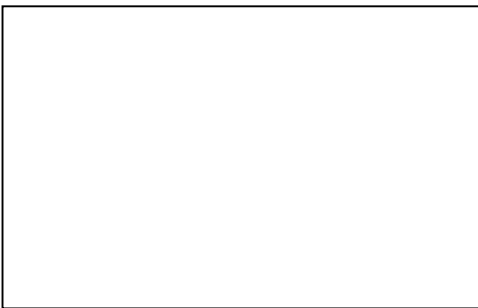
Source: Adapted by CUE from Gutenberg

## Story/History Reader

EXAMPLE: Common Core Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Ask your child to draw what the story tells—that will help your child think more about the characters, events, and theme.

Draw two persons who are in it. Show their traits in your pictures.



Show the most important event.



Write a caption for your picture.



CCSSR 2. **Determine central ideas or themes** of a text and **analyze their development**; **summarize the key supporting details and ideas**.

What is the lesson or theme people can learn from the story?

---

*Explain why you think that.*

*Summarize the parts of the story that make you think that is the theme or lesson.*

**EXAMPLE: THINK CLEARLY**

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

What is the main idea of the speech?

Prove it—underline five examples that tell you it is the main idea.

**Harold Washington's Acceptance Speech – April 12<sup>th</sup>, 1983** **Chicago, IL**

As transcribed by Hannah Lantos, from <http://www.chicagopublicradio.org/Content.aspx?audioID=15929>.

*The following excerpt is from the speech that Mayor Harold Washington made when he won the election in 1983.*

Tonight we are here. Tonight we are here to celebrate a resounding victory. We, we have fought a good fight. We have finished our course. And we have kept the faith.

We fought that good fight. We fought it, with unseasoned weapons and with a phalanx of people who mostly have never been involved in a political campaign before. This has truly been a pilgrimage. Our government will be moving forward as well, including more people. And more kinds of people, than any government in the history of Chicago. Today... today... today, Chicago has seen the bright daybreak for this city and for perhaps this entire country. The whole nation is watching as Chicago is so powerful in this! Oh yeah, yeah, they're watching. They're watching.

Out of the crucible... Out of the crucible of this city's most trying election, carried on the tide of the most massive voter turn out in Chicago's history. Blacks. Whites. Hispanics. Jews. Gentiles. Protestant and Catholics of all stripes. Have joined hands to form a new democratic coalition. And... and to begin in this place a new democratic movement.

The talents and dreams of our citizens and neighborhoods will nourish our government the way it should be cherished and feed into the moving river of mankind. And we have kept the faith in ourselves as decent, caring people who gather together as a part of something greater than themselves. We never stopped believing that we were a part of something good and something that had never happened before.

We intend to revitalize and rebuild this city. To open its doors and be certain that its babies are healthy! And its old people are fed and well-housed. We intend, we intend that our city will grow again and bring prosperity to ALL of its citizens. We have been victorious. But I am mindful that there are many other friends and neighbors who were not a part of our campaign. But that's alright! That's alright! That's alright! You never get 'em all! That's why we have a democracy. Because there are many opinions in a city as diverse and multi-ethnic as the city of Chicago.

To those who supported me, I offer my deepest thanks. I will initiate your reforms. But I charge you... I charge each and every one of you to rededicate your efforts to heal the divisions that have plagued us. Each of us must reach out, in open arms. Together we will overcome our problems, and restore Chicago to its proper position as one of the most dynamic cities in all the world!


**EXAMPLE: INFERENTIAL QUESTIONS INSIST THAT STUDENTS THINK MORE**

CCSSR1. Read **closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text**.

| INFERENCE   | QUESTION  | ANSWER | EVIDENCE   |
|---|---|--------|--|
| <i>Infer from context</i>   | <i>What does <u>pilgrimage</u> mean?</i>  |        |  |
| <i>Infer motive</i>   | <i><b>Why did</b> some people vote for Harold Washington?</i>                                 |        |  |
| <i>Infer cause-effect relations</i>   | <i><b>What caused</b> problems that the new mayor would face?</i>                             |        |  |
| <i>Infer predictions</i>  | <i><b>What do you think</b> one of the people who heard the speech <b>did next</b>?</i>       |        |  |
| <i>Infer feelings</i>   | <i>How do you think Harold Washington <b>felt about</b> the people who had voted for him?</i> |        |  |
| <i>Infer traits</i>   | <i><b>What is a trait of</b> Harold Washington?</i>   |        |  |
| <i>Infer the main idea</i><br>CCSSR2. Determine central ideas or themes of a text ... | <i>What is the <b>main idea</b> of the speech?</i>  |        | <i>Underline the parts of the speech that support your answer.</i> |

**EXPLANATION:**

# Math = THINKING

## The Common Core Way

COMMON CORE MOVES MATH FROM  
MATH FACTS AND SIMPLE PROBLEMS  
TO BIG THINKING AND REAL-WORLD  
CONNECTIONS.

**Common Core STANDARDS FOR MATHEMATICAL PRACTICE**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

What do those practice standards mean?

**That finding an answer is not the destination—it's how you get there and the patterns you find as you solve a problem.**



**EXAMPLE: Basic Math**

|  |  |  |
|--|--|--|
| $\begin{array}{r} 10 \\ -10 \\ \hline \end{array}$ | $\begin{array}{r} 20 \\ -10 \\ \hline \end{array}$ | $\begin{array}{r} 25 \\ -10 \\ \hline \end{array}$ |
| $\begin{array}{r} 22 \\ -10 \\ \hline \end{array}$ | $\begin{array}{r} 29 \\ -10 \\ \hline \end{array}$ | $\begin{array}{r} 35 \\ -10 \\ \hline \end{array}$ |
| $\begin{array}{r} 50 \\ -10 \\ \hline \end{array}$ | $\begin{array}{r} 40 \\ -10 \\ \hline \end{array}$ | $\begin{array}{r} 80 \\ -10 \\ \hline \end{array}$ |
| $\begin{array}{r} 60 \\ -10 \\ \hline \end{array}$ | $\begin{array}{r} 67 \\ -10 \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ -10 \\ \hline \end{array}$ |

Practice Standard 8. Look for and express regularity in repeated reasoning.

**BETTER MATH--Ask your child to think more**

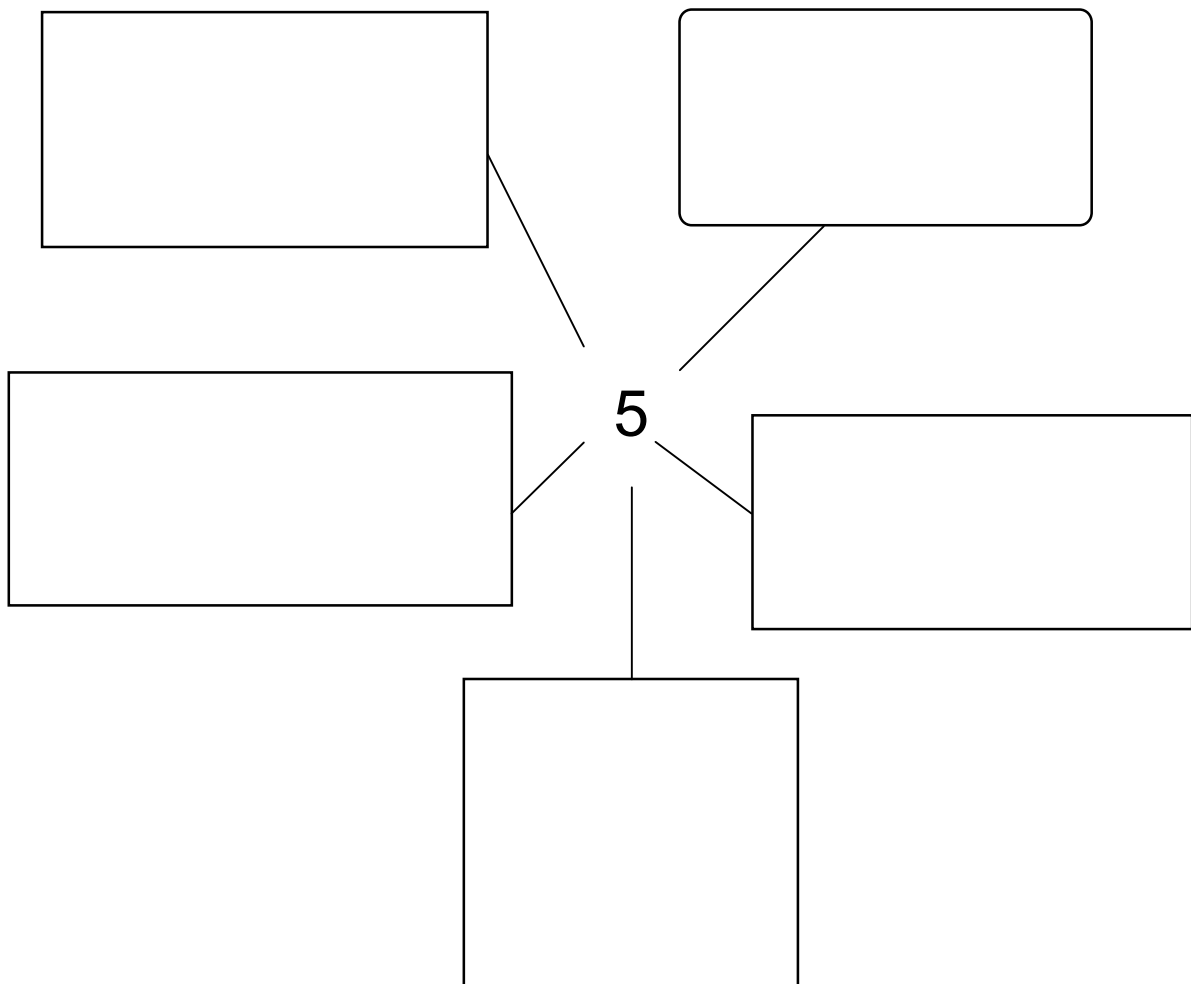
Look for a pattern—what happens when you solve each problem?

What would help someone solve these problems quickly and smartly?

## Example: Challenging Math Five Ways to Make a Five

### HELP YOUR CHILD THINK MORE—HAVE YOUR CHILD CONSTRUCT MATH

Task: Use the math you know to **show five different ways** to use the kind of math you are learning that result in 5. For example, if you are learning fractions, use them to make up four equations that result in 5.





## EXAMPLE

## THINK MORE—COMPARE AND CONTRAST TWO DIFFERENT TEXTS

CCSSR Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

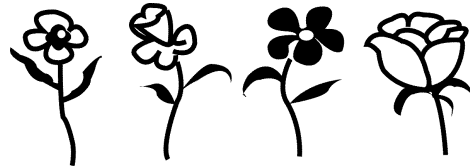
*Read these aloud with your child. Then do the activities.*

|  |  |
|--|--|
| <p><b>Hope is the Thing With Feathers</b><br/>By Emily Dickinson</p> <p>Hope is the thing with feathers<br/>That perches in the soul,<br/>And sings the tune without the words<br/>And never stops - at all.</p> <p>And sweetest--in the Gale--is heard,<br/>And sore must be the storm,<br/>That could abash the little Bird<br/>That kept so many warm.</p> <p>I've heard it in the chillest land,<br/>And on the strangest Sea.<br/>Yet, never, in Extremity<br/>It asked a crumb--of me.</p> | <p>What is the message—what does the poet want you to understand? Draw a picture and write a caption to show and tell that.</p>        |
| <p><b>I've Got Peace Like a River</b></p> <p>I've got peace like a river in my soul<br/>I've got a river in my soul</p> <p>I've got joy like a fountain in my soul<br/>I've got a fountain in my soul</p> <p>I've got love like an ocean in my soul<br/>I've got an ocean in my soul</p>   | <p>What is the message—what does the song writer want you to understand? Draw a picture and write a caption to show and tell that.</p> |

Compare and contrast:

- How are they alike?
- How are they different?
- Are they more alike or different? Why do you think so?

**Your Choices:**  
**How will you support the change to Common Core?**



**What I will do...**

***For my own child***

***To support our school community***