

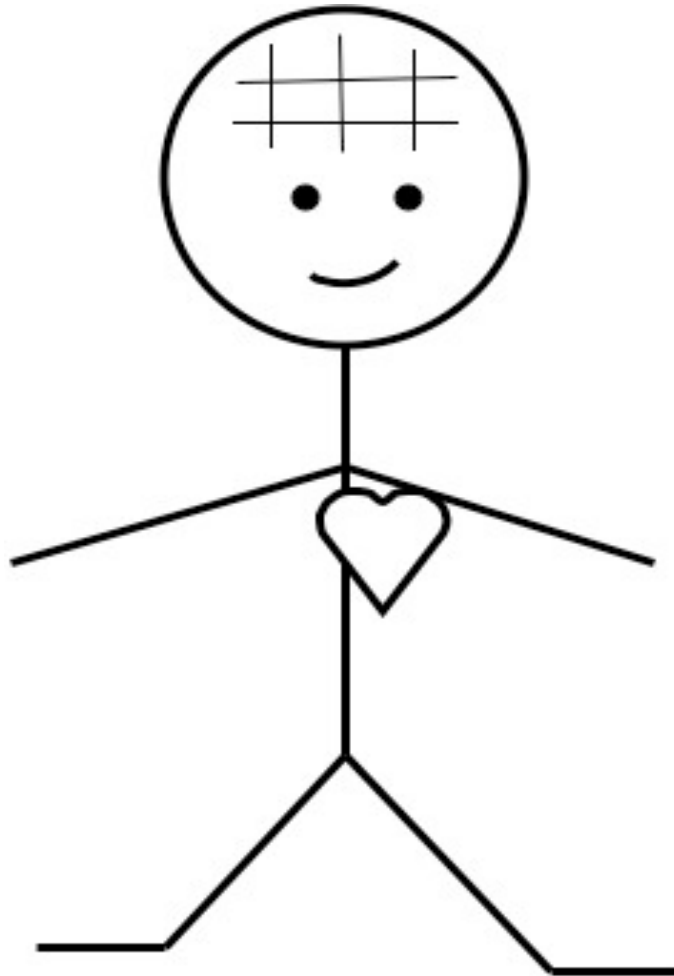
Community School Progress Toolkit: Make Common Core Progress



Drawing by Tanjanae, Webster Community School

What is Tanjanae's hope?

How can we help our children to realize their hopes?



Inspire Educate Expand Possibilities

Connect.

Collaborate with Common Focus
Involve Parents
Enrich with Arts

p. 3
p. 15
p. 19

Plan Coherently

Organize a Four-Quarter Framework that connects parent involvement

Example

	<i>1st quarter</i>	<i>2nd quarter</i>	<i>3rd quarter</i>	<i>4th quarter</i>
COMMON CORE OUTCOMES Math Reading Science Writing Social Sciences	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ mid and end-of-quarter assessments 	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ mid and end-of-quarter assessments 	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ mid and end-of-quarter assessments 	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ mid and end-of-quarter assessments
Critical and Creative Thinking across the curriculum	<ul style="list-style-type: none"> > Use Illustrations and Graphic Organizers to Learn and Assess > Read/write across the curriculum > Write to explain > Enrich with art, music > Challenge with chess 	<ul style="list-style-type: none"> > Expand read/write across the curriculum > Write to explain, narrate > Enrich with art, music, dance; debate > Expand chess and other strategic thinking games 	<ul style="list-style-type: none"> > Emphasize writing in all subjects. > Write to explain, narrate, persuade > Enrich with art, music, dance, debate, drama 	<ul style="list-style-type: none"> > Creative Thinking > Write to inspire > Creative writing > Enrich with art, music, dance, debate, drama > <i>Learning Yearbook</i> > Next Grade Prep
Professional CAPACITY Development for Teachers and Extended Learning Staff	Common Core Literacy—reading and writing thoughtfully—fiction and nonfiction Common Core Math: solving problems strategically—with persistence and precision	Common Core Literacy—reading and writing thoughtfully—culture-related reading—poems, fables, nonfiction Common Core Math: looking for patterns and structure—explaining math	Common Core Literacy—reading and writing thoughtfully—going deeper with challenging questions Common Core Math: the Math Practice Standards	Common Core Literacy—synthesis—reading in different genres to expand thinking about the same theme Common Core Math: the Math Practice Standards
Parent Workshops, Newsletters, in-school activities, events	How to support learning progress	How to motivate	How to guide choices	Next grade prep Summer learning opportunities

Workshop Planner

Focus: _____

Date and Time: _____

Location: _____

Outcomes—What will the workshop result in?

Who will we invite?

How will we invite them?

What we will emphasize in the invitation:

How we will remind participants about the workshop

Who will present? _____

Who will facilitate? _____

Activities: What will participants do?

Materials: What will they receive?

Follow up: How we will follow up on the session

How will Common Core State Standards change schools?

Contrast Illinois Learning Standards and Common Core State Standards.

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.

ILLINOIS STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

A. Understand how literary elements and techniques are used to convey meaning.

B. Read and interpret a variety of literary works.

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.

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**

Common Core Anchor Standards for Reading

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

The following standards are at the core of the core—they are the priorities

KEY IDEAS AND DETAILS
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.

CRAFT AND STRUCTURE
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone .
5. Analyze the structure of texts , including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively , as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence .
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.

RANGE AND LEVEL OF TEXT COMPLEXITY
10. Read and comprehend complex literary and informational texts independently and proficiently.

The Common Core identifies grade-level standards that represent these “anchor” standards at each level K-12.

Common Core Reading Standard 1—Literature and Nonfiction
Standard 2—Literature and Nonfiction

	READING LITERATURE	READING NONFICTION
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 summary of the text.	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.

Common Core: Thinking More

Anchor Reading 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.

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. The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen)
8. She that would lead must be a bridge. (Wales)
9. Do good, and don't worry to whom. (Mexico)
10. I dwell in possibility. (Emily Dickinson)
11. Lower your voice and strengthen your argument. (Lebanon)
12. A clever person turns big troubles into little ones and little ones into none at all. (China)
13. Everyone is the age of her heart. (Guatemala)
14. You must be the change you wish to see in the world. (Mahatma Gandhi)
15. Life is a promise; fulfill it. (Mother Teresa)
16. Fall seven times, stand up eight. (Japan)
17. There are no secrets to success. It is the result of preparation, hard work, and learning from failure. (Colin Powell)
18. 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.)
19. Don't let yesterday use up too much of today. (Cherokee)
20. One of these days is none of these days. (Traditional)
21. The habit of thinking is the habit of gaining strength. (Nigeria)

Example: Make Science Connections

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.

Infer: What problem would it have solved? 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	

Research your 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.

Raising the Reading Challenge: THINK MORE

Reading 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.

Hope is the Thing With Feathers

By Emily Dickinson

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words
And never stops - at all.

And sweetest--in the Gale--is heard,
And sore must be the storm,
That could abash the little Bird
That kept so many warm.

I've heard it in the chillest land,
And on the strangest Sea.
Yet, never, in Extremity
It asked a crumb--of me.

I've Got Peace Like a River

I've got peace like a river in my soul
I've got a river in my soul

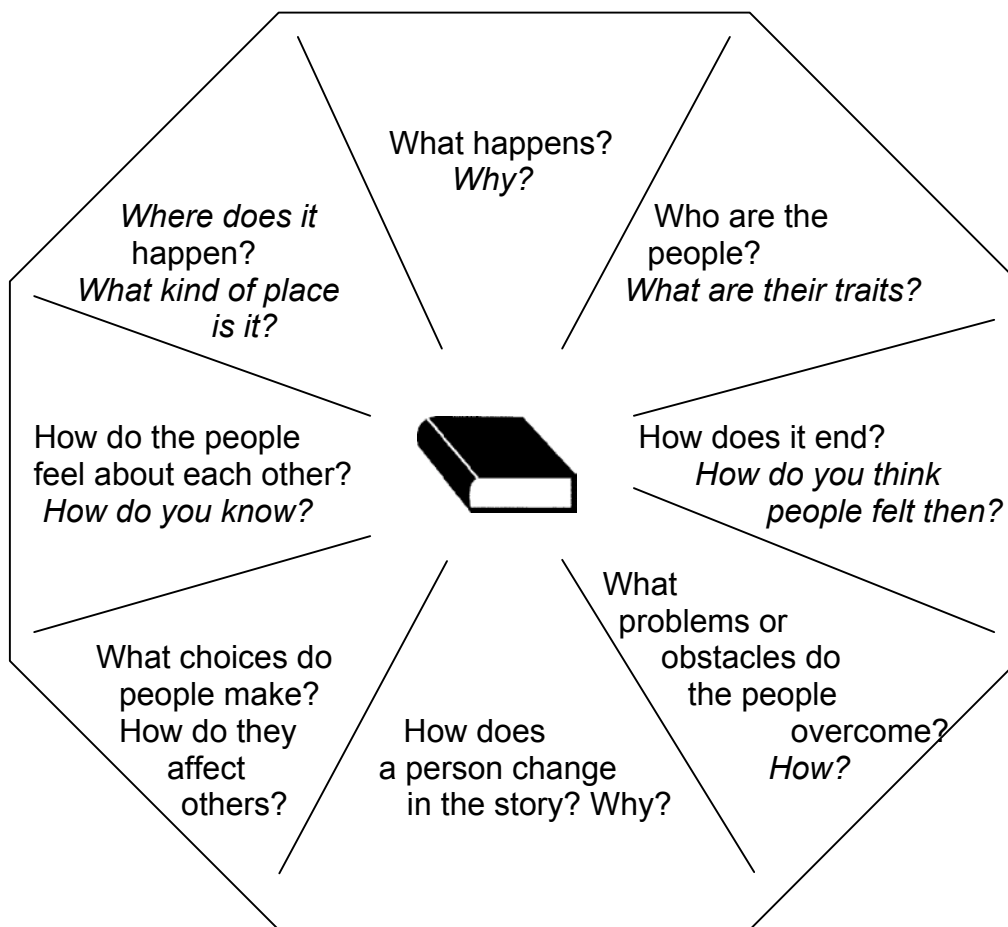
I've got joy like a fountain in my soul
I've got a fountain in my soul

I've got love like an ocean in my soul
I've got an ocean in my soul

Common Core: 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.



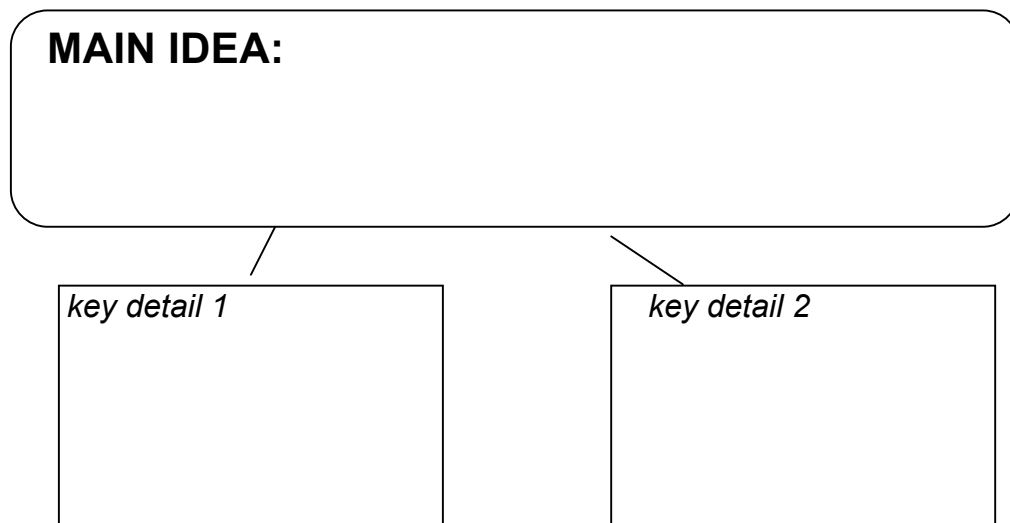
What lesson can people learn from this story?

Support your answers with evidence from the story.

THE READING CORE

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**.



I chose these details because _____

I decided that this is the main idea because _____

On another page, summarize what the text explains.

Expand Parent Involvement

Parents can help make great use of out-of-school time to reinforce learning.

This list includes some effective parent involvement plans.



- ✓ *Have once-a-quarter parent “open house” at your classroom.*
- ✓ *Send home a list of words of the month for parents to reinforce.*
- ✓ *Use “Family Math” or another resource and send one activity home each week.*
- ✓ *Make a parent preview, listing topics, skills, and activities children will work on.*
- ✓ *Call one parent each day to discuss one student’s progress.*
- ✓ *Have students write to their parents each week, telling them what they are learning.*
- ✓ *Make a schedule for home activities that can be done regularly based on what your class is studying, such as:*

Monday: Draw pictures to show what you read today.

Tuesday: Use this week’s math skill to solve problems you make up.

Wednesday: Make up questions about this week’s content.

Thursday: Write about this week’s content topic.

Friday: Make a quiz about what you learned this week.

Note your own parent involvement plans here:

Learn more about the Common Core and ways parents can support this learning progress at
http://www.isbe.state.il.us/common_core/htmls/resources.htm#parent

For more parent involvement online links, go to
http://teacher.depaul.edu/Family_and_Community

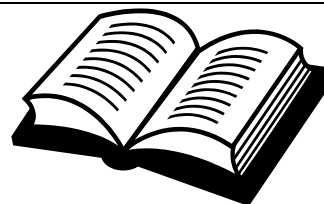
OUR PLAN TO EXPAND SCHOOL-HOME CONNECTIONS

Examples	What We'll Organize for Home Learning Connections
<p><i>Expand Vocabulary</i></p> <ul style="list-style-type: none"> • Make vocabulary “flashcards”. • Make your own pictionary. • Play word games. 	<p><i>Example: word lists</i></p>
<p><i>Read and Discuss Stories</i></p> <ol style="list-style-type: none"> 1. Talk about what happens and why in a story you read—or watch on TV. 2. Predict what could happen next. 	<p><i>Example: Questions to ask about any story</i></p>
<p><i>Learn More Social Studies and Science</i></p> <ul style="list-style-type: none"> • Watch TV programs about science or history. • Talk about what you child is learning. • Go to a museum to learn more. • Use the library or Internet to learn even more. 	<p><i>Example: List of TV shows to watch this month.</i></p>
<p><i>Make More Math Progress</i></p> <ul style="list-style-type: none"> • Practice math with your child. For example, use flashcards you make to review math facts. • Play math fact matching games. • Solve real-life math problems with your child. For example, make a shopping list and estimate what the cost will be. 	<p><i>Example: List of math skills to practice.</i></p>

Family Newsletter example **Guide Your Child to Make More Learning Progress**

We are introducing higher Common Core standards for reading and math. They ask students to think more as they learn more. The following activities will help your students reach the Targets and think more about what they are learning.

How to Increase Your Child's Reading Success



Read aloud to your child. Listen to your child read aloud to you.

Ask these questions about a story:

Who are the people in the story?

What happens? Why?

What do you think will happen next?

After your child reads the story, ask more questions—“What did you like?” “Who made a choice? Why?” Then ask your child to draw and write about the story—tell the important characters and events. Your child could write the sequel!

Make More Math Progress

Times Tables

Students need to know the times tables. Work with one number each day, from 2-12, for 11 days. Practice with lists or cards—put the multiplication on one side, the answer on the other. Then mix up the cards and ask your child to tell the answer.

Then ask your child: What would you put into a booklet about times tables? How would you explain them?

Measurement

Use a ruler or tape measure to measure things at home. Your child can measure rooms, furniture, and other objects. First, ask your child to estimate the length and width. Then check the estimate—measure the object to see how big it really is.

Then ask your child: Explain how to estimate and check your estimate with measurement.

Special Feature—insert here a summary of learning progress—written by a student.

Action Plan: Collaborate to Connect Extended Day, Classroom, and Parent Involvement

Action	When	Who
Provide staff development for teachers and extended day staff on the Common Core		
Set up Common Core reading and math priorities for each quarter		
Increase emphasis on Common Core practices of math and reading by putting them on the lesson plan format		
Organize parent workshops on ways to help students increase literacy with vocabulary, reading, writing		
Organize parent workshops on ways to help students practice core math knowledge and persist in problem-solving		
Organize weekly word lists for parents to help students learn		
Each month give parents recommended websites and TV programs		
Connect art, drama, and music with the Common Core literacy standards—in classroom instruction and extended day		
Create a school-wide list of Powerful Practices. (See the next page.)		
Increase nonfiction learning/reading/writing		

Use Art, Drama, Music to Expand Thinking

The following guides are useful “connectors” for...

- ***Classroom Activities***
- ***Extended Learning Activities***
- ***Take Thinking Home—Students can continue these projects with their families***

Expand a Story or History with Evidence-Based Dialogue

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**.

Event or Story: _____

List three different persons who were there.

1 _____ 2 _____ 3 _____

INFER FEELINGS

How do you infer each one felt? Explain your answer with evidence from the text.

Person 1 felt _____ because _____.

Person 2 felt _____ because _____.

Person 3 felt _____ because _____.

Write what you think each one might have said.

The form contains three speech bubbles, each connected to a small circle labeled with a number. The first bubble is a rounded rectangle with a tail pointing to a circle labeled '1'. The second bubble is a circle with a tail pointing to a circle labeled '2'. The third bubble is a rectangle with a tail pointing to a circle labeled '3'.

EXCEED:
Summarize the story or event.

Write a Play to Communicate the Theme of a Story

CCSSRL3 Describe persons (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Story: _____

What happened—list the important events.

How it starts: _____

What happens next? _____

How it ends. _____

What's the **theme** of the story?

Why do you think that is the theme? Support your answer with evidence from the story.

Who are the important characters?

Who	Trait	Action	What happens because of that action?

Dialogue: Write what characters might say.

_____:

_____:

_____:

_____:

_____:

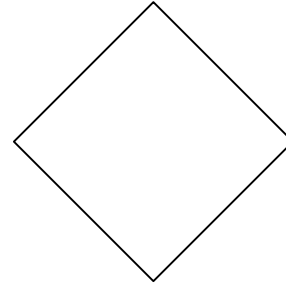
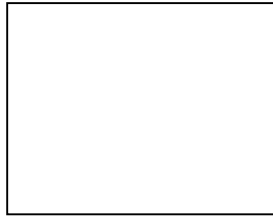
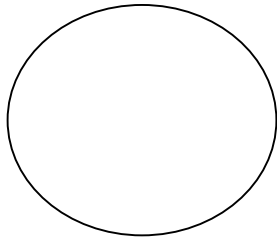
_____:

Keep writing—use more pages to retell the story as a play.

Story Illustrator

ILS 1B: I can identify important elements in a story and infer based on understanding it.
CCRL2.3 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.

Draw three persons who are in it. Show their traits by the details you put in the pictures.



Sequence the Events. Draw or tell how it started, what happened next, how it ended.

Sequence the Events. Draw or tell how it started, what happened next, how it ended.

INFER: What is the message or lesson of the story?

Why do you think that is the message the writer wants you to understand?



Environment Illustrator

Common Core Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Directions: Read about an environment. Then plan and sketch a drawing of an environment—a landscape. A landscape is a picture of an environment. It shows the plants, including grasses, flowers, trees, and bushes, as well as the land, and it may show water and the sky, too.

What idea do you want people to understand about the environment when they see your picture?

What will you include in your landscape to show the environment?

Kinds of Plants	Kinds of Land (can include bodies of water)	The Sky

Draw your sketch here. If you have time, you can paint the landscape, adding color to show more about what the environment looks like.

Illustration Planner

Common Core Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Directions: Use this page to plan and sketch a drawing. Your drawing will show an idea you learned from a book.

What is the idea?

What will you include in your drawing to show it? This is like including information in a paragraph to help someone understand the main idea of your paragraph.

What I Will Include	Why—How It Will Help People See My Idea

Draw your sketch here.



Show to Tell: Book or Exhibit Maker

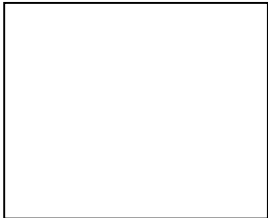
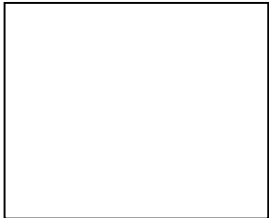
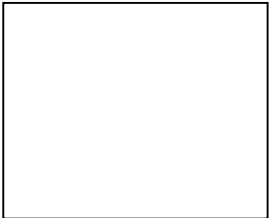



Common Core Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS: Write the title of each page in a book/part of an exhibit.

SHOW: Figure out what picture, photo, or diagram would make your topic clear. Name it or sketch it in the each box.

TELL: Note what you will write about.

What's Important to Know about this Topic

<p>Title: _____ What I'll explain:</p> <p>What I'll show</p> 	<p>Title: _____ What I'll explain:</p> <p>What I'll show</p> 	<p>Title: _____ What I'll explain:</p> <p>What I'll show</p> 	<p>Title: _____ What I'll explain:</p> <p>What I'll show</p> 
<p>Title: _____ What I'll explain:</p> <p>What I'll show</p> 	<p>Title: _____ What I'll explain:</p> <p>What I'll show</p> 	<p>Title: _____ What I'll explain:</p> <p>What I'll show</p> 	<p>Title: _____ What I'll explain:</p> <p>What I'll show</p> 