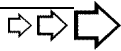


Common Core: Thinking More

Visionary Ideas

If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
If you cannot serve, you cannot lead. (Bulgaria)	Si no puedes servir, no puedes guiar. (Bulgaria)
A gentle hand may lead even an elephant by a single hair. (Iran)	Una mano gentil puede guiar aun a un elefante por un pelo. (Irán)
The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen)	El mejor líder nunca es reconocido. Las personas se miran una a la otra y dicen "Lo hicimos nosotros mismos." (Zen)
She that would lead must be a bridge. (Wales)	Aquella que guía debe ser un puente. (Wales)
Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
Lower your voice and strengthen your argument. (Lebanon)	Baja la voz y fortalece tu argumento. (Líbano)
A clever person turns big troubles into little ones and little ones into none at all. (China)	Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China)
Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
You must be the change you wish to see in the world. (Mahatma Gandhi)	Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi)

What is your idea?

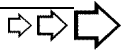


How are these standards different from the Illinois Learning Standards?

Common Core Anchor Standards for Reading

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 parts 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 .

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



Raising the Reading Challenge: THINK MORE

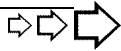
Reading Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<p>Hope is the Thing With Feathers By Emily Dickinson</p> <p>Hope is the thing with feathers That perches in the soul, And sings the tune without the words And never stops - at all.</p> <p>And sweetest--in the Gale--is heard, And sore must be the storm, That could abash the little Bird That kept so many warm.</p> <p>I've heard it in the chilliest land, And on the strangest Sea. Yet, never, in Extremity It asked a crumb--of me.</p>	<p>Show the theme—draw a picture.</p>
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<p>I've Got Peace Like a River</p> <p>I've got peace like a river in my soul I've got a river in my soul</p> <p>I've got joy like a fountain in my soul I've got a fountain in my soul</p> <p>I've got love like an ocean in my soul I've got an ocean in my soul</p>	<p>Show the theme—draw a picture.</p>
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THINK IT THROUGH

- What is the mood of each poem?
- How does each poet communicate that mood?
- How are the two poets alike—in techniques they use, in messages they communicate?



Teaching to the Core will require more.

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.

Question from the NAEP 8th Grade Test 2009

PROBABILITY

Leroy has one quarter, one dime, one nickel, and one penny. Two of the coins are in his left pocket and the other two coins are in his right pocket. The coins have been randomly placed in the two pockets.

What is the probability that Leroy will be able to purchase a 30-cent candy bar with the two coins in his left pocket?

Using the coins, explain your reasoning.



Sample Parent Newsletter

We are introducing the Common Core standards for reading and math. They ask students to think more as they learn more. The following activities will help your students 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?” Show me in the story where you found that information. What do you think will happen next? Why do you think that? 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

Number Facts

Students need to know number facts. Help your child practice with them by making a matching game.

Number Names: On one card put a number. On another card put the same number written as a word.

Multiplication Facts: On one card put a multiplication sentence like $3 \times 3 =$. Then on another card put the answer—9.

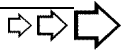
You can make up more parts of the matching game to help your child learn different kinds of math facts.

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.

Help your child invent a measurement system. How would you measure if you didn't have a ruler?



ACTION PLAN FOR SCHOOL PROGRESS THROUGH PARENT LEADERSHIP

This list includes some effective actions to increase parent involvement.

- ✓ *Organize parent workshops on Common Core literacy and math*
- ✓ *Organize a “bank” of home learning resources*
- ✓ *Make a parent preview, listing topics, skills, and activities children will work on.*
- ✓ *Organize parent newsletters that introduce standards from the Common Core*
- ✓ *Have children write to their parents each week, telling them what they are learning.*
- ✓ *Organize parent focus groups for parents of middle school or freshmen*
- ✓ *Set up a Parent Resource Center—space at the school and a part of the school’s website.*

Make More Parent Connection Plans

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_Involvement.html