

**COMPASSIONATE COMPREHENSION with the COMMON CORE (CC/CC):
Academic Learning, Restorative Practices and Justice
with a Trauma-Informed Lens**

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CC/CC at a Glance

**CC/CC KEY QUESTIONS to be introduced in "Read Aloud/ Think Aloud" sessions
Along with each of the 5 Key Questions include the question:
"What is your proof/ evidence from the text?"**

	5 Key Questions (to use with texts of your choice)
Question # 1	How did the character feel, and why?
Question #2	What was the harm/ trauma caused? (Who was hurt, and how?)
Question #3	What did anyone do to demonstrate Compassion or employ Restorative Justice?
Question #4	What (else) would you do to demonstrate Compassion or employ Restorative Justice?
Question # 5	What were the character's unmet needs?

If you are interested in using Compassionate Comprehension with the Common Core, please contact Linda K. Williams: LKW_BetterWorld@yahoo.com

By contacting me, you will be

- * given the links to MANY resources (Please see "OPTIONAL RESOURCES" below)
- * sent new Resources as they become available (e.g., Songs and Trauma-Informed Lens resources)
- * given permission to make copies of any of the CC/CC materials
- * welcomed to contact me with any questions, concerns, suggestions
 ("STRINGS ATTACHED" :-)) ... with "Thanks in advance!" for letting me know...
- * how you implemented CC/CC (or, if it didn't work out for you to do so)
 - * what worked well for you (or didn't)
 - * what you observed/ noticed about the impact CC/CC made upon your students

Numerous OPTIONAL RESOURCES are available to help support use of CC/CC, e.g.:

- * Common Core State Standards Alignment with CC/CC: Selected CA Common Core State Standards which can be taught/assessed (by teachers) through CC/CC lessons and activities.
- * Instructional Recommendations for teaching ~ Restorative Practices and Justice ~ Trauma-Informed Lens ~ Compassion ~ Feelings Words ~ Unmet Needs
- * Mini-Posters with definitions of key vocabulary items and concepts, formatted both for Students' Reference Binder and also large print for posting in the classroom
- * Pre/ Post Survey for assessing needs and progress
- * Additional Key Questions, including "Text to Self" and questions for deeper critical thinking
- * Sample lessons with selected texts, and strategies for using graphic organizers
- * Using Songs as a springboard for learning pro-social skills (songs available for free download)

PLEASE NOTE: I want you to feel welcome to use CC/CC in any way that works well for you, and to view all of the Resources/ hyperlinks as optional, not required--- i.e., the Resources are there to SUPPORT you if/ as needed/ desire, and not to OVERWHELM you!

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Purposes and Outcomes:

How CC/CC aligns with what School Districts are already doing;
why it will likely be of interest to both classroom teachers and administrators:

Compassionate Comprehension with the Common Core (CC/CC)

supports and helps develop students' Academic Learning and Social-Emotional Learning:

ACADEMIC OUTCOMES:

- Reading Comprehension
- Ability to answer Text-Dependent Questions
- Feelings Words Vocabulary

while integrating the following into the Academic Learning

SOCIAL-EMOTIONAL LEARNING OUTCOMES:

- Restorative Practices and Restorative Justice
- Trauma- Informed Lens
- Character Education
- Compassion/ Empathy

**Additional ways in which CC/CC can help meet the needs and goals of
Children and Youth in School Districts and other settings:**

Compassionate Comprehension with the Common Core helps provide community-building and character-building experiences, and helps create a student-friendly environment, a culture of compassion in the classroom, and a safe space for authentic student engagement.

Students' participation in CC/CC can foster collaborative conversations, critical thinking, and can provide opportunities for developing skills found in the Common Core Standards, in Listening, Speaking, Reading, and Writing; participation in the CC/CC activities can help introduce, teach, monitor, and/or assess those skills.

History of CC/CC:

- * Approved by the Research Proposal Review Panel (RPRP) of the San Diego Unified School District (SDUSD) on 2-18-15. CC/CC was then implemented by SDUSD classroom teachers in Case Study Classrooms.
- * The proposal was brought to the RPRP by Linda K. Williams, recently retired from SDUSD.
- * Linda taught K-6 1973-2013. She spent most of her career as a Reading Specialist/ Reading Recovery Teacher/ Literacy Support Teacher, with 9 years as a classroom teacher (K-6, English and Spanish).
- * Linda has authored/ co-authored a number of resources for teaching pro-social skills.
Please see: *BetterWorld-Resources.com*