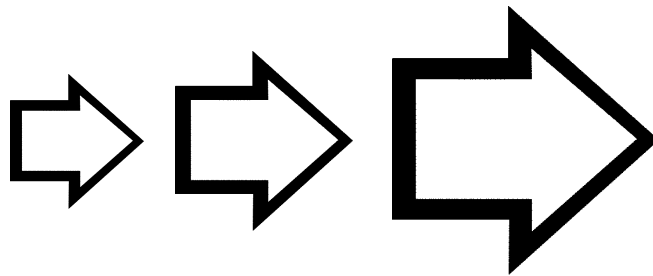

Expand Reading Progress

Common Core = Thinking More!

**The more you think clearly and carefully,
the more you learn!**

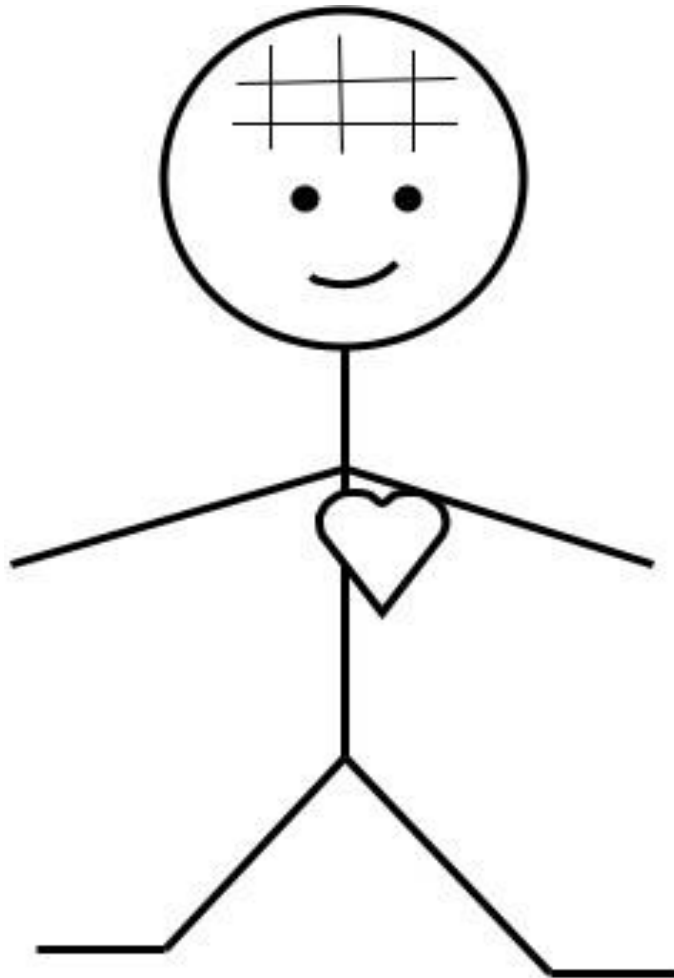


A Toolkit for Parents

**Common Core Corps
Sponsored by Boeing
Federation for Community Schools**

**Resources developed by the
Polk Bros Foundation Center for Urban Education at DePaul University**

Getting Started



Learning starts with liking.

What do YOU like to read?

What is YOUR child interested in reading?

Guiding Careful Reading with Fiction

How to start:

- Explain why you want to help the student read
- Explain that you will ask questions and **wait** for answers and then ask another question to help learn more from the reading.
- Ask the student to tell you about reading—what he or she likes to read.

How to set the stage:

Ask the student to look at the page or the book and tell how it is set up.

For example,

- If it has a title, what is the title?
- If it has pictures, what do they show?
- If the page has paragraphs, how many are there?

How to guide:

Step 1: Start with the first paragraph. Ask the child to read it aloud to you. If the student has difficulty pronouncing a word but can move to the next one, don't stop. If the student can't read it, then you read it aloud and after each sentence ask the student to read that sentence now that you have shown how to read it.

Step 2: At the end of each paragraph, ask a question. Ask the student to answer it and explain where in the paragraph he or she found the information to answer it. If the student makes a mistake or cannot figure out the answer, help by thinking aloud with the student.

Step 3: At the end of a page or a part, ask the child to go back and tell what he or she liked best. Then ask, what was important in that part.

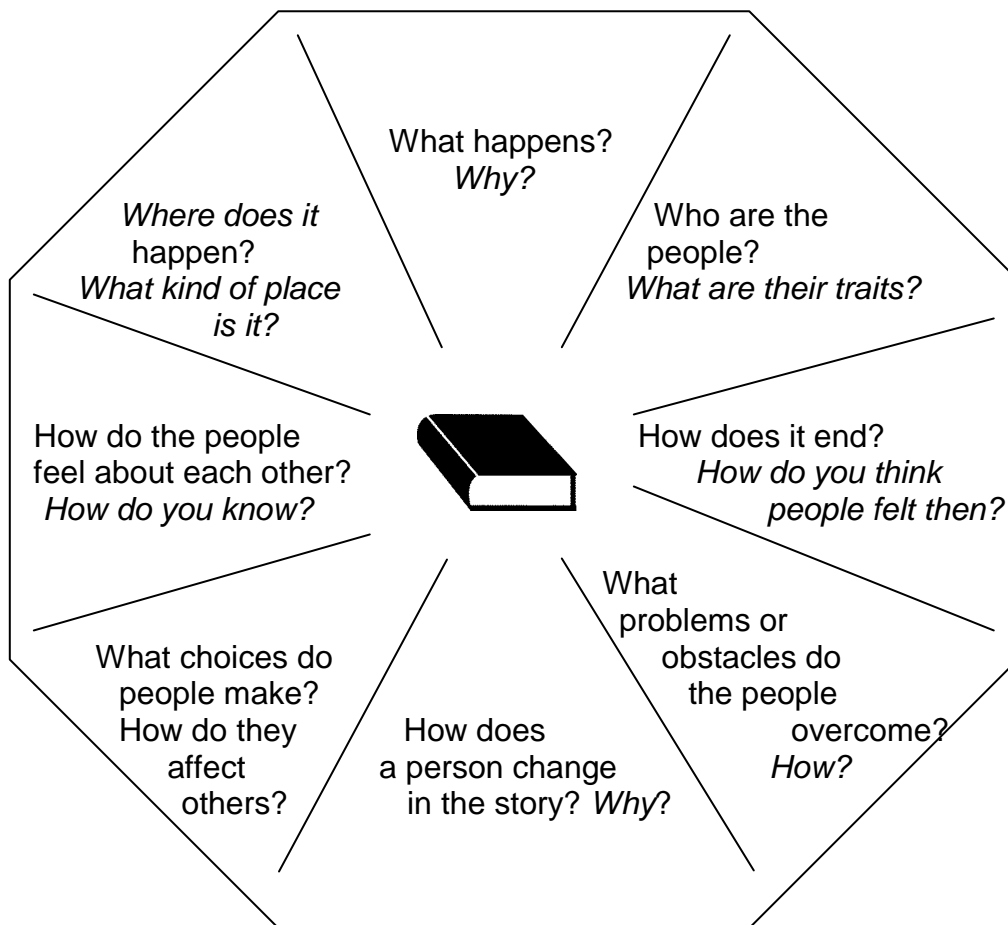
Helpful Tips:

- **Always be positive.**
- Encourage the student to get more and more independent.
- You are modeling how to read thoughtfully.
- The student needs to take the time to develop the strategies to read thoughtfully. Careful reading is a learning process.

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.

READ A STORY THOUGHTFULLY

The core questions can be applied to any story.

CORE QUESTIONS

1. *Identify sequence:* **What happened first? What happened next?**
2. *Identify important character:* **Name one important character in the story.**
3. *Infer character trait:* **What is one trait you infer that character has?**
- 3A. **Explain why you think that.**
4. *Identify important action:* **What is something important that character does?**
5. *Infer Motive:* **Why do you think that character does that?**
6. *Infer meaning from context:* **Your teacher will give you a word to define. What does that word mean as used in this passage?**
7. *Retell a story:* **Tell who was in the story and what happened.**
8. *Infer the lesson:* **What is an idea or lesson people can learn from this story?**

Expand: Create

- *Sequence:* **Draw pictures with captions that tell the story.**
- *Predict:* **Write the next part of this story—with pictures and captions.**

Story Reader

CCSS 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.

Show the place.

Name three characters in the story. For each one, tell one trait. Explain why you think the character has that trait—based on the story.

Character	Trait	Evidence

What was an important event?

Tell how you think the characters felt about that event.
Why do you think they felt that way?

Fable: The Tortoise and the Hare Adapted from the Traditional

All reading includes standard 1. Figure out what it says and then infer about it. When students read a story, they can think more—they can figure out a BIG idea it tells them. That's standard 2. Fables are great opportunities to figure out the BIG idea.

A hare is a kind of rabbit. Rabbits can run fast. Usually they can't talk. But in this fable, one does. A fable is a story with animals instead of people in it, and the story it tells teaches a lesson. Here is the story.

The Hare was boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I run as fast as I can. I challenge any one here to race with me. I am the best."

Tortoise is another word for turtle. The Tortoise said quietly, "I accept your challenge. I am tired of your bragging. I believe that I can beat you."

"That is a good joke," said the Hare. "I could dance around you all the way. You will never be able to speed past me. You will not win. What a foolish turtle."

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

So they set up the race. It would follow a curved path along a hill with rocky ground, trees, and bushes.

The Hare darted speedily at once, but soon stopped and, believing that the Tortoise could never catch him, lay down for a nap by some bushes at the top of the hill. The Tortoise never stopped, but went on with a slow but steady pace straight to the end of the race course.

When the Hare awoke from his nap, he looked down and saw the Tortoise just near the finish line at the bottom of the hill. The Hare ran as fast as he could, but it was too late. He saw the Tortoise had reached the goal. He was very surprised. Then the Hare said, _____.

Read Closely--OBSERVE: What do you know about the place? Underline words that tell about it. What do you know about the hare? List words that tell about the hare.

INFER: What do you think the Hare said at the end? Why?

SUMMARIZE: Every fable has a moral—a lesson you can learn. What is a lesson this fable teaches?

ILLUSTRATE: Draw pictures to show the fable. You can make it a cartoon.

CREATE: Write your own fable!

Common Core emphasizes ideas.

Common Core Reading Anchor 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 what it means. Show your picture to someone else. See if they can figure out which idea you pictured.

1	If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
2	Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
3	A book is a garden carried in the pocket. (Saudi Arabia)	Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita)
4	He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
5	Give me leverage, and I will move the Earth. (Greece)	Dame ventaja, y moveré la Tierra. (Griego)
6	By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
7	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)
8	She that would lead must be a bridge. (Wales)	Aquella que guía debe ser un puente. (Wales)
9	Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
10	Lower your voice and strengthen your argument. (Lebanon)	Baja la voz y fortalece tu argumento. (Líbano)
11	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)
12	Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
13	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)

Common Core asks students to learn more at each grade.

Students should grow UP from grade to grade. The Common Core standards guide that progress. Here is one example.

Common Core Reading Standard 2—Learn Ideas when you read.

	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 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.

Guiding Nonfiction Reading Progress

CCSS 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.

The goal is to enable students to read to learn—and learn more about reading carefully. The student needs to take the time to develop the strategies to read thoughtfully.

Step 1: Ask the student what kind of reading material it is—how it is set up on the page.

Step 2: Explain that the reading is real—it uses facts to explain something.

Step 3: Read the first paragraph aloud yourself.
Ask: What was an interesting fact?

Step 4: Then read it with the student—together.
Ask: What have you learned from this paragraph?

Step 5: Ask the student to read it aloud—independently.
Compliment the student on reading carefully.
Ask what the student expects to learn from the rest of the passage.

Step 6: Continue the reading—go paragraph by paragraph. If the student needs a lot of help, you should read aloud and then listen to the student read. If the student doesn't need a lot of help, then ask the student to read one paragraph at a time and note or underline what is important.

After reading each paragraph, students can do any of these activities.

- List important words
- Underline important information
- Note what each paragraph says
- Draw pictures that show what each paragraph says
- Ask questions that can be answered only by reading the paragraph

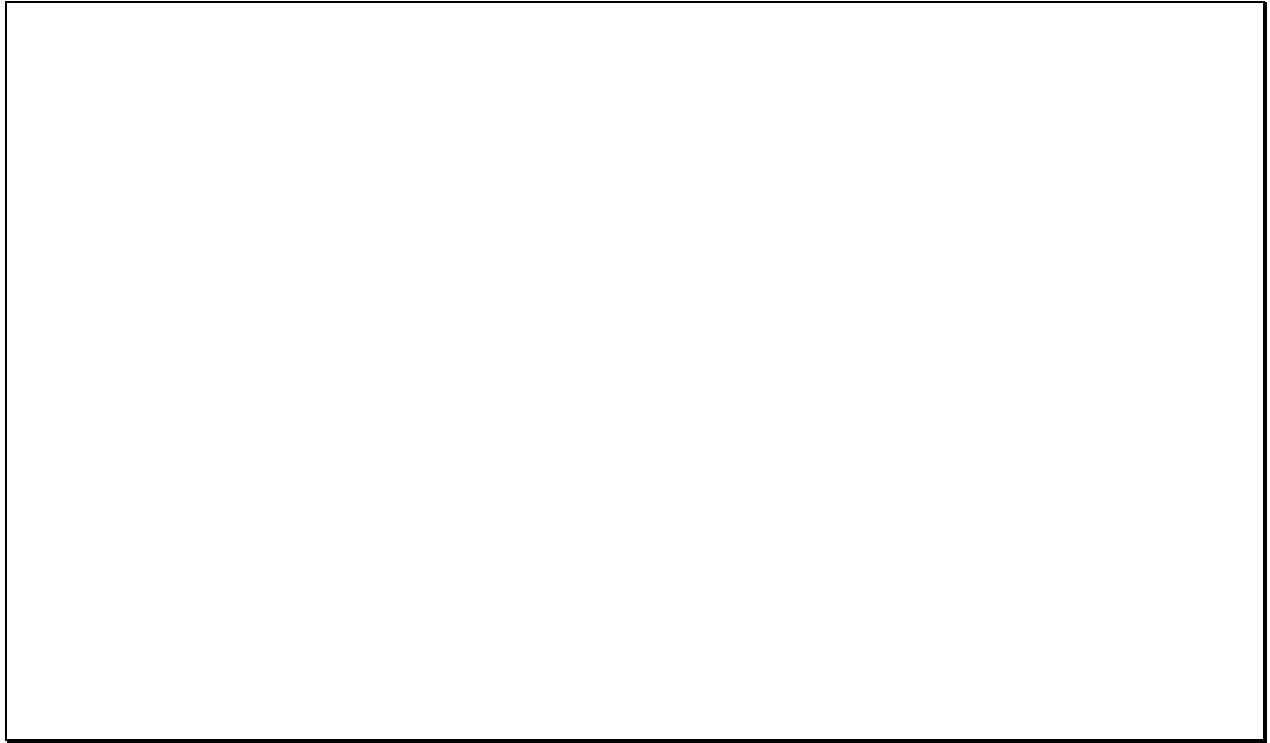
Step 7: After reading the whole passage or part of it, ask the student what he or she liked about the reading.

Step 8: Ask the student to tell what ideas he or she learned about the topic. Then ask what he or she wants to learn about next.

Picture Meaning

Choose one paragraph or page.

Draw a picture that shows what it says.

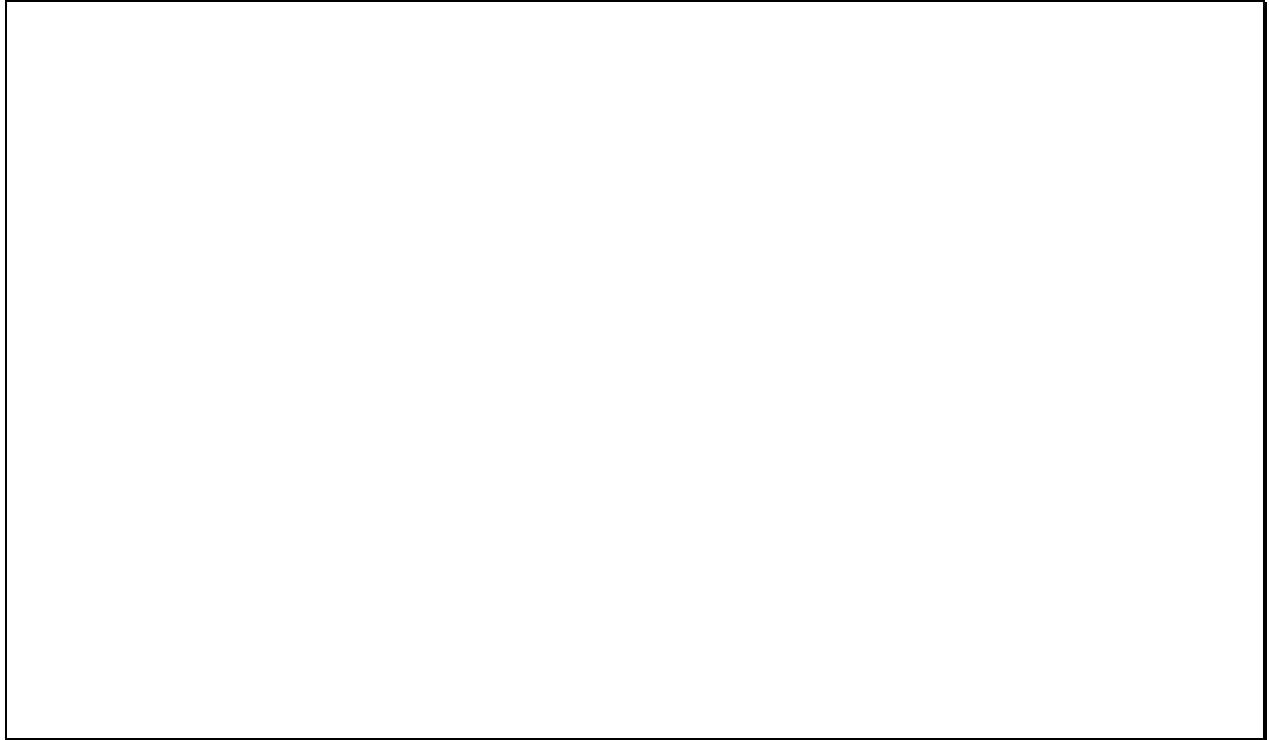


Write a caption that tells about your drawing.

Dibuja el Significado

Escoge un párrafo o página.

Haz un dibujo que demuestre lo que dice.



Después, enséñale tu dibujo a otro estudiante.
Pídele al estudiante que encuentre parte de tu dibujo.
Pídele que escriba lo que tu dibujo explica.

D

Read Biographies to learn about how people solve problems.

- What challenges did the person face?
- How did the person overcome them?
- What are the person's traits?

DuSable Makes a BIG Chicago Difference

Jean Baptiste Pointe du Sable came to Chicago more than 220 years ago. Chicago was a very small place then. Only about 350 people lived here. It must have been hard to live in Chicago then. Winters were snowy. In spring the ground was muddy. There were no stores. People had to build their own homes.

DuSable chose to come here because it was a place where he could build a trading post. A trading post is a kind of business. People get things they need there. They trade other things for them.

DuSable built his trading post himself. He had plan how the trading post would look. He had to find and cut the wood he needed to build it. It was hard work.

DuSable chose a good location for the trading post. He built it at the river near the lake. That way people could get to it by boat. In those days, people traveled by foot or by boat or by horse.. When DuSable built it, it was a very different place.

DuSable traded with the Potawatomi. They are Native Americans. They had lived here for many years. He traded tools to them for furs. The Native Americans were able to get things they did not have by trading.

DuSable traded with settlers, too. A settler is a person who moves to a place and builds a home. Settlers bring some things with them. But they need many things to build their homes. They needed furniture and food. DuSable made furniture and sold food. They found what they needed at the trading post. His trading post was very important. It helped people get what they needed to live here. If there were no trading post, it would have been very hard to stay here. People needed the supplies they could get at his trading post.

DuSable probably knew Chicago was going to grow. He saw more settlers moving here every year. His business was an important place to all of them.

DuSable left Chicago in 1800. He sold the trading post. So the business he started was still open. People could get what they needed to live in Chicago. That business was the most important place in Chicago. It was a very small town. But it would grow.

A legacy is what someone leaves to other people. DuSable's legacy is important. His trading post started Chicago's progress. His choice to come here made a big difference. He helped people come here to stay. 1968 Chicago called him the "Father of Chicago". Today there is a museum named for him. There is a DuSable Park, too. People remember what he did.

AFTER YOU READ, THINK ABOUT THE WHOLE HISTORY

- What was Chicago like when DuSable lived here? Underline the words that tell about Chicago then. Draw a picture showing what Chicago might have looked like when DuSable started his business.
- What challenges did DuSable face? How did he overcome them?
- What are some his traits? How do you know?

What is important to pioneers?

Inferences are an important part of reading. An inference is what you think based on what you read and what you knew. Think what a settler would need to do to get to Chicago. You're a family moving to Chicago from Boston in 1800. You're traveling by covered wagon. It's not a big wagon, so you can't bring everything you want. Choose just 15 of these objects to take with you to help you live in Chicago.

<input type="checkbox"/> pillow	<input type="checkbox"/> piano
<input type="checkbox"/> mirror	<input type="checkbox"/> hunting knife
<input type="checkbox"/> potatoes	<input type="checkbox"/> quilt
<input type="checkbox"/> horseshoe	<input type="checkbox"/> candle
<input type="checkbox"/> bucket	<input type="checkbox"/> canteen
<input type="checkbox"/> bowl	<input type="checkbox"/> bread
<input type="checkbox"/> butter churn	<input type="checkbox"/> violin
<input type="checkbox"/> coffee beans	<input type="checkbox"/> flour
<input type="checkbox"/> hammer	<input type="checkbox"/> first aid kit
<input type="checkbox"/> frying pan	<input type="checkbox"/> lantern
<input type="checkbox"/> honey	<input type="checkbox"/> pocket watch
<input type="checkbox"/> table	<input type="checkbox"/> soap bar and scrub
<input type="checkbox"/> anvil	<input type="checkbox"/> axe
<input type="checkbox"/> banjo	<input type="checkbox"/> books
<input type="checkbox"/> wheel barrow	<input type="checkbox"/> spinning wheel
<input type="checkbox"/> shovel	<input type="checkbox"/> tea pot
<input type="checkbox"/> rifle	<input type="checkbox"/> rocking chair

Share your reasons for your choices.

This activity was designed originally by the Chicago History Museum.

Harold Washington's Acceptance Speech – April 12th, 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!

THINK CLEARLY

What does Harold Washington want people who listen to the speech to think about? What is the main message of the speech? Underline the parts of the speech that he includes to help communicate that message.

What are some traits of Harold Washington? Why do you think that?