

OVERVIEW DRAFT 10-1-15

(STILL NEED TO INCLUDE MULTIPLE EDITS---thanks in advance for making the changes that the 2 of us marked on our copies!!) :-)

COMPASSIONATE COMPREHENSION with the COMMON CORE (CC/CC)

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To implement **Compassionate Comprehension with the Common Core (CC/CC)**, teachers/ counselors may choose to do all of the following, *or may choose to exclude the steps in italics.*

1. *Take the Teacher/Counselor Pre-Survey*

2. *Administer the Student Pre-Survey*

3. Introduce Classroom Circles, if that experience is new to the students.

As noted in the District's **Restorative Conferencing Resources Packet** (weblink above)

Tier 1 uses restorative conversations and classroom circles to build strong relationships, create shared values and guidelines for classroom behavior, and promote a sense of belonging in the school community and ownership over individual actions. The goal of these communication tools is to build an intentional, equitable, and safe classroom environment for teachers and students that is conducive to learning.

You may wish to see the sample offered online from the book recommended for teaching Circles: Restorative Circles in Schools: Building Community and Enhancing Learning

by Bob Costello, Joshua Wachtel & Ted Wachtel

<https://lkwbetterworld.files.wordpress.com/2015/06/classroom-circles-book-used-rec-by-sdusd.pdf>

4. In Classroom Circles (hopefully conducted at least once a week, if not more frequently), use read-aloud/ think-aloud to introduce the **CC/CC Key Questions** using texts well-suited for that purpose, and invite students to orally offer their answers (including evidence/ proof from the text). Teachers/ Counselors will use their own judgment as to how many of the Key Questions to introduce in each Circle session. (Please see numbers 6 and 7 below for preparing students to effectively answer Key Questions 4 and 5.)

INSERT HYPERLINK

PLEASE NOTE:

* A Classroom Circle is a wonderful venue for discussing and debating students' differing perceptions of answers to the CC/CC questions; in many cases the readers'/ listeners' perceptions may vary greatly regarding the characters' emotions, harm caused, and the best way to repair the harm.

* In addition to Classroom Circles, CC/CC conversations may certainly also be held in smaller groups, such as a Literacy/ Guided Reading Group, and/or a Counselor's small-group biblio-therapy sessions.

5. In Classroom Circles, expand students' vocabularies for **Feelings Words** (Please see Instructional Recommendations and related Resources on LKWBetterWorld.WordPress.com.)

INSERT HYPERLINKS

6. To help students effectively answer Key Question #4, in which they offer their own proposal for demonstrating compassion and "making things as right as possible," in Classroom Circles, teach about **Compassion, Restorative Justice, and Powerful Apologies**

7. To help students effectively answer Key Question #5, in which they offer their understanding of characters' unmet needs, use the Instructional Recommendations and related resources on LKWBetterWorld.WordPress.com to teach about **Unmet Needs**.

* In the "read aloud/ think aloud" Circle lessons, Teachers/ Counselors will model how to search the text for emotions (both when the feelings words are in the text, and when students need to "read between the lines"), how to search the text for evidence of harm done, and for efforts to demonstrate compassion and/or restore/ repair harm done.

* In the Circle lessons, Teachers/ Counselors will have students orally answer the Key Questions below after independent reflection and/or after collaborative work with a partner or small group.

CC/CC KEY QUESTIONS (please also see HYPERLINK for reproducible mini-poster)

Students need to be able to provide their evidence/ proof from the text for all answers.

1. How do you think the character in the text is feeling, and why is the character feeling that way? (REPEAT THIS QUESTION FOR DIFFERENT CHARACTERS IN THE TEXT.)

2. While the character in the text was feeling the emotion(s) that you identified above in Question 1, did the character say or do anything that caused harm? If yes, what was the harm?

3. If harm was caused, what did someone say or do to demonstrate compassion and/or to repair the harm and "make things as right as possible"? (Restorative Justice)

4. If harm was done but compassion was not shown in the text, and if nothing was done to heal the harm --- if Restorative Practice/ Restorative Justice was not put into action --- what would YOU have said and/or done?

PLEASE NOTE: While not text-dependent, Q. #4 offers rich Social-Emotional learning opportunities, inviting students to explore ways to demonstrate

ADDED MORE TEXT TO INCLUDE REST OF Q. 4 + Q. 5!

compassion and heal harm done. *It also offers numerous avenues for students to express themselves orally and/or in writing, through collaboration, and/or via Visual and Performing Arts options.*

* For each answer supplied (orally or in writing), teachers will require the students to find and provide proof/ evidence/ support for their answers from the text.

Teachers may use such prompts as the following:

"What was it in the text that made you think that?"

"Were there any illustrations that made you think that?"

"How did the author --- and maybe the illustrator --- let you know how the character was feeling?"

"How did the author reveal that information to you?"

"Was there more than one part of the text that included that information?"

"Did the author use feelings words, or did you need to infer your answer based upon other information given in the text --- or perhaps the illustration?"

* CC:CC lessons will also include question #5, below, which is based upon the answer from Q. #1.

5. What do you think were the character's unmet needs that resulted with the feeling/s?

PLEASE NOTE:

* Both teachers and students may find #5 to be more challenging than Questions 1-4, and perhaps it could be offered as "Extra Credit," and/or introduced half-way into the weeks of instruction, if the teacher chooses to use it.

* The evidence for the character's needs for #5 may or may not be in the text; students may need to infer that.