

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



© 2015, 2017 (rev. 7-9-17) by Linda K. Williams,  
a Retired Reading Recovery/ Literacy Support Teacher  
*With appreciation to Co-Editor, Godwin Higa*  
For updates as available, contact [Linda.BetterWorld@gmail.com](mailto:Linda.BetterWorld@gmail.com)

**INTRODUCTION**  
**to Compassionate Comprehension with the Common Core**

**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 interacting with 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.

**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)** helps develop and supports both **Academic Learning** and **Social-Emotional Learning outcomes** for students:

**ACADEMIC LEARNING OUTCOMES:**

- **Listening** skills, especially effective listening to Read-Alouds, and to other students' reflections on the text
- **Speaking** skills, especially answering the Key Questions with clarity and completeness in classroom discussions
- **Reading** skills, especially Reading Comprehension
- **Writing** skills, especially presenting evidence to support answers
- **Text-Dependent Questions**
- **Feelings Words Vocabulary**

PLS. NOTE: A link for selected **CA Common Core State Standards** which can be taught/ assessed by teachers through CC/CC lessons and activities, for sample grades at [this link](https://lkwbetterworld.files.wordpress.com/2017/06/ca-common-core-state-standards-cc-cc-for-grs-k-3-4-and-6.pdf).

<https://lkwbetterworld.files.wordpress.com/2017/06/ca-common-core-state-standards-cc-cc-for-grs-k-3-4-and-6.pdf>

All other grades are available at [this link](http://www.cde.ca.gov/re/cc/): <http://www.cde.ca.gov/re/cc/>

**SOCIAL-EMOTIONAL LEARNING OUTCOMES:**

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

***By integrating Social-Emotional Learning into the Academic Learning, the very lessons will be addressing both the Common Core Standards and can result in powerful growth in empathy, compassion, and mutual respect among students.*** Entire document w. hyperlinks: [BetterWorld-Resources.com](http://BetterWorld-Resources.com) -- click on **Compassionate Comprehension with the Common Core**.

## Let's get started...

Teachers can address the Outcomes described above on an on-going basis in the classroom by introducing and frequently having students answer the following Key Questions orally and/or in writing. We recommend using the offered Texts, Resources, and Songs to support CC/CC.

### *The 5 Key Questions below are the basis of Compassionate Comprehension with the Common Core*

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

### IMPLEMENTATION of CC/CC:

#### *to promote Restorative Practices and Justice with a Trauma-Informed Lens by using the above 5 Key Questions*

For each Key Question you choose to use, you will want to prepare your students

- \* to fully understand the question, and
- \* to be equipped to answer the question with an enriched background of knowledge (potentially new learning).

**Start with Key Question #1: How did the character feel, and why?** in order to ...

- \* expand students' abilities to perceive and identify feelings/ emotions
- \* increase their ability to empathize with characters by recognizing the source of the characters' feelings
- \* and, develop students abilities to notice, identify, and share their proof/ evidence from the text, to support their answer to the question "How did the character feel, and why?"

**Then, when you are comfortable in doing so, proceed to Questions 2-5** supported by a wealth and variety of resources to support that implementation, such as

- \* Mini-posters for reference re: key concepts and vocabulary
- \* Instructional Recommendations to use as a springboard for lesson plans
- \* Written activities to support instruction and assessment of Core Standards

The ultimate goal is to have students learn and benefit from all five Key Questions, and from as many of the Resources as will provide helpful support for their learning.

**Entire document w. hyperlinks: [BetterWorld-Resources.com](http://BetterWorld-Resources.com) - click on Compassionate Comprehension with the Common Core.**

USING YOUR SELECTED TEXT/S, lead Classroom Circles/ Conversations in which you do the following:

- \* conduct Read-Aloud/ Think-Aloud lessons,
- \* model answering each of the 5 Key Questions several times
- \* invite students to share their answers

**By using the Five Key Questions above in activities involving Listening, Speaking, Reading, and Writing, the following concepts are addressed. In the list of Resources, these concepts are identified by the following initials, where applicable:**

**RP = Restorative Practices**

**RJ = Restorative Justice**

**SEL = Social-Emotional Learning**

**TIL = Trauma-Informed Lens**

For more information about the concepts above, please click on the link below, which offers definitions.

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-definitions-for-rp-rj-sel-til.pdf>

### **PREPARATION for CC/CC:**

**Community-Building Classroom Circles** are a key Restorative Practice which provide many powerful opportunities for building relationships based upon mutual respect. Classroom Circles are viewed as the optimal way in which to present and discuss the CC/CC questions and concepts.

You may wish to establish Rituals for each CC/CC session, e.g., a feelings check-in: "How are you feeling right now?" Perhaps have students point to picture/s on mini-poster and/or have each student voice their current feeling/s around the circle (of course, making it optional to participate).

**Please click here for Resources for introducing and/or reviewing Community-Building Classroom Circles.** <https://lkwbetterworld.files.wordpress.com/2017/06/classroom-circles-resources-for-introducing-or-reviewing-to-use-with-cc-cc.pdf>

### **Pre/Post Survey for Teachers and Students**

The **Pre/ Post Teacher and Student Surveys** are highly recommended to ensure a great starting point and to measure knowledge and practices; they will offer the opportunity to assess students' needs and progress.

The Surveys include opportunities to assess the students' abilities to perceive and name emotions, to answer text-dependent questions, to deal with the concept of trauma/ harm with deep understanding, to understand the concepts and practices of Compassion and Restorative Justice, and to understand the concept of underlying unmet needs.

**Teachers' Pre/Post Survey** <https://lkwbetterworld.files.wordpress.com/2017/06/ws-pre-post-teacher-survey-final-w-c-2-27-15.pdf>

**Students' Pre/Post Survey**

(directions and each question to be read aloud to students, as appropriate) **2 versions:**

**Grades Pre-K to Gr. 1** <https://lkwbetterworld.files.wordpress.com/2017/06/pre-post-pre-k-to-gr-1-student-survey-rtf.pdf>

**Grades 2 and Up** <https://lkwbetterworld.files.wordpress.com/2017/06/pre-post-student-survey-grs-2-and-up.pdf>

**Entire document w. hyperlinks: [BetterWorld-Resources.com](http://BetterWorld-Resources.com) - click on Compassionate Comprehension with the Common Core.**

## INFORMAL/ ANECDOTAL ASSESSMENTS:

In addition, you will likely find it valuable to collect on-going

- \* Teacher observations
- \* notes from Read-Aloud/ Think Aloud sessions
- \* Formative / Summative survey after new concepts are introduced
- \* Evidence from students' written responses to the Key Questions (with or without students' illustrations)

- [Pre-K to Gr. 1 format: Students' Written/ Illustrated responses to CC/CC Key Questions](https://lkwbetterworld.files.wordpress.com/2017/06/written-responses-pre-k-to-gr-1-bklt-format.pdf)

<https://lkwbetterworld.files.wordpress.com/2017/06/written-responses-pre-k-to-gr-1-bklt-format.pdf>

- [Gr's. 2 and up Format: Students' Written Responses to CC/CC Key Questions](https://lkwbetterworld.files.wordpress.com/2017/06/written-responses-gr-s-2-and-up-cc-cc-key-questions.pdf)

<https://lkwbetterworld.files.wordpress.com/2017/06/written-responses-gr-s-2-and-up-cc-cc-key-questions.pdf>

## Resources to support teaching each of the Five Key Questions

Please note: In the list of Resources, these concepts are identified by the following initials, where applicable: Key: Restorative Practices (RP), Restorative Justice (RJ), Social-Emotional Learning (SEL), and Trauma Informed Lens (TIL)

### Resources to support Question #1: How did the character **feel**, and why?

RP, SEL

Teaching Feelings Words

#### Recommended/ Suggested Texts for FEELINGS:

You may have favorites and other required texts which also lend themselves well to this area of learning.

If desired, here are a few Mentor Texts to support your teaching:

\* How are you Peeling?: Foods with Moods by Saxton Freymann and Joost Elffers

\* Charlotte's Web by E.B. White

\* Roll of Thunder, Hear my Cry by Mildred D. Taylor

All Mentor Texts are listed at this link. <https://lkwbetterworld.files.wordpress.com/2017/06/mentor-texts-for-use-with-cc-cc2.pdf>

If you wish more extensive lists of recommended/ suggested texts, please click here.

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-texts-for-consideration-to-use-with-cc-cc.pdf>

#### Resources:

\* [Instructional Recommendations for teaching Feelings Words](https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-instr-rec-tchg-feelings-words-w-c-song-hyperlinks.pdf)

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-instr-rec-tchg-feelings-words-w-c-song-hyperlinks.pdf>

\* [List of Feelings Words from Text How are you Peeling? with sorting activity for younger students](https://lkwbetterworld.files.wordpress.com/2015/10/draft-cc-cc-sorting-feelings-words-from-how-are-you-peeling.pdf)

[\(Pls. note: "Peeling" is not a typo! Photos of veggies and fruit are used throughout this very engaging book.\)](https://lkwbetterworld.files.wordpress.com/2015/10/draft-cc-cc-sorting-feelings-words-from-how-are-you-peeling.pdf)

<https://lkwbetterworld.files.wordpress.com/2015/10/draft-cc-cc-sorting-feelings-words-from-how-are-you-peeling.pdf>

\* [List of 353 Feelings Words: 2 p. format](https://lkwbetterworld.files.wordpress.com/2015/06/ws-feelings-words-2-p-w-c-from-l-s-gr-6.pdf)

<https://lkwbetterworld.files.wordpress.com/2015/06/ws-feelings-words-2-p-w-c-from-l-s-gr-6.pdf>

\* [Mini-Poster format: List of 353 Feelings Words, 14 p.](https://lkwbetterworld.files.wordpress.com/2015/06/ws-feelings-table-words-3-col-large-print-w-c.pdf)

<https://lkwbetterworld.files.wordpress.com/2015/06/ws-feelings-table-words-3-col-large-print-w-c.pdf>

\* [Mind Maps / Graphic Organizers](https://lkwbetterworld.files.wordpress.com/2017/06/mindmaps-for-charting-purposes-with-feelings.pdf)

<https://lkwbetterworld.files.wordpress.com/2017/06/mindmaps-for-charting-purposes-with-feelings.pdf>

\* **There are many resources online --- both free, and for purchase --- which offer ready-made illustrated posters which depict many feelings words.**

\* [Click here for Songs relating to Feelings/ Emotions.](https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-feelings-cc-cc.pdf)

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-feelings-cc-cc.pdf>

[For Songs for all CC-CC Key concepts, click here.](https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-cc-cc.pdf)

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-cc-cc.pdf>

**Entire document w. hyperlinks: [BetterWorld-Resources.com](http://BetterWorld-Resources.com) - click on Compassionate Comprehension with the Common Core.**

**Resources to support Question #2: What was the harm/ trauma caused?**  
(Who was hurt, and how?)

RP, SEL, TIL

Teaching about "Harm done/ Trauma

**Recommended/ Suggested Texts for HARM/ TRAUMA:**

You may have favorites and other required texts which also lend themselves well to this area of learning.

If desired, here are a few Mentor Texts to support your teaching:

- \* The Sneetches and other Stories by Dr. Seuss (Title story, plus "What Was I Scared Of?")
- \* Island of the Blue Dolphins by Scott O'Dell
- \* Outcasts United by Warren St. John

**All Mentor Texts are listed at this link.** <https://lkwbetterworld.files.wordpress.com/2017/06/mentor-texts-for-use-with-cc-cc2.pdf>

**If you wish more extensive lists of recommended/ suggested texts, please click here.**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-texts-for-consideration-to-use-with-cc-cc.pdf>

**Resources to support Question #2, cont'd:**

\* **[Instructional Recommendations: Harm/ Trauma/ Trauma-Informed Lens, including CC/CC Key Questions seen through a Trauma-Informed Lens](https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-instructional-recommendations-harm-trauma.pdf)**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-instructional-recommendations-harm-trauma.pdf>

\* **[Synonyms of Harm/ Trauma: Student Reference sheet](https://lkwbetterworld.files.wordpress.com/2017/06/synonyms-for-harm-trauma-student-reference-sheet-1-page3.pdf)**

<https://lkwbetterworld.files.wordpress.com/2017/06/synonyms-for-harm-trauma-student-reference-sheet-1-page3.pdf>

\* **[Synonyms of Harm/ Trauma: Classroom Mini-Posters](https://lkwbetterworld.files.wordpress.com/2017/06/synonyms-for-harm-trauma-mini-poster-for-class2.pdf)**

<https://lkwbetterworld.files.wordpress.com/2017/06/synonyms-for-harm-trauma-mini-poster-for-class2.pdf>

\* **["Sticks and stones..." mini-poster](https://lkwbetterworld.files.wordpress.com/2017/06/tigt-5-5-17-sticks-and-stones-mini-poster-w-broken-heart-graphic.pdf)**

<https://lkwbetterworld.files.wordpress.com/2017/06/tigt-5-5-17-sticks-and-stones-mini-poster-w-broken-heart-graphic.pdf>

\* **[Click here for Songs relating to Harm/ Trauma.](https://lkwbetterworld.files.wordpress.com/2017/06/songs-to-support-harm-trauma-cc-cc.pdf)**

<https://lkwbetterworld.files.wordpress.com/2017/06/songs-to-support-harm-trauma-cc-cc.pdf>

**[For Songs for all CC-CC Key concepts, click here.](https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-cc-cc.pdf)**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-cc-cc.pdf>

RP, RJ, SEL, TIL

**Resources to support Question #3: What did anyone do to demonstrate Compassion or employ Restorative Justice?**

**Compassion**

**Recommended/ Suggested Texts for COMPASSION:**

You may have favorites and other required texts which also lend themselves well to this area of learning.

If desired, here are a few Mentor Texts to support your teaching:

- \* Stand in My Shoes: Kids Learning about Empathy by Bob Sornson, Ph. D.
- \* The Grand Mosque of Paris: A Story of How Muslims Rescued Jews During the Holocaust by Karen Ruelle
- \* Diary of a Wimpy Kid books by Jeff Kinney --- also PDF's available online.

Springboard for Q. #4 "What would you do to demonstrate compassion or employ Restorative Justice?"

**All Mentor Texts are listed at this link.** <https://lkwbetterworld.files.wordpress.com/2017/06/mentor-texts-for-use-with-cc-cc2.pdf>

**If you wish more extensive lists of recommended/ suggested texts, please click here.**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-texts-for-consideration-to-use-with-cc-cc.pdf>

**(Resources for Compassion continued below)**

**Entire document w. hyperlinks: [BetterWorld-Resources.com](http://BetterWorld-Resources.com) - click on Compassionate Comprehension with the Common Core.**

## Resources

\* **[Instructional Recommendations: Compassion](https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-instructional-recommendations-compassion.pdf)**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-instructional-recommendations-compassion.pdf>

\* **[Compassion: Definitions for Younger Students on Mini-Posters](https://lkwbetterworld.files.wordpress.com/2015/08/ws-compassion-definitions-for-younger-students-on-mini-posters.pdf)**

<https://lkwbetterworld.files.wordpress.com/2015/08/ws-compassion-definitions-for-younger-students-on-mini-posters.pdf>

\* **[Compassion: Definitions for Older Students on Mini-Posters](https://lkwbetterworld.files.wordpress.com/2015/06/compassion-definitions-on-mini-posters.pdf)**

<https://lkwbetterworld.files.wordpress.com/2015/06/compassion-definitions-on-mini-posters.pdf>

\* **[Click here for Songs relating to Compassion.](https://lkwbetterworld.files.wordpress.com/2017/06/songs-to-support-compassion-cc-cc.pdf)**

<https://lkwbetterworld.files.wordpress.com/2017/06/songs-to-support-compassion-cc-cc.pdf>

**[For Songs for all CC-CC Key concepts, click here.](https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-cc-cc.pdf)**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-cc-cc.pdf>

## Restorative Justice

### **Recommended/ Suggested Texts for RESTORATIVE JUSTICE:**

**You may have favorites and other required texts which also lend themselves well to this area of learning.**

Please note: In the texts below, RJ is defined as "Where harm has been done, making things as right as possible" - with or without a standard format, as long as there is regret and a desire and efforts to heal the harm.

**If desired, here are a few Mentor Texts to support your teaching:**

\* **[SORRY!](#)** by Trudy Ludwig

\* **[How the Grinch Stole Christmas](#)** by Dr. Seuss

\* **["Those Kids Need a Lesson!" as told to Barbara Smythe by Linda Case, the Mediator](#)**

<https://lkwbetterworld.files.wordpress.com/2017/06/mentor-text-restorative-justice-story-smythe-case1.pdf>

**All Mentor Texts are listed at this link.** <https://lkwbetterworld.files.wordpress.com/2017/06/mentor-texts-for-use-with-cc-cc2.pdf>

**If you wish more extensive lists of recommended/ suggested texts, please click here.**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-texts-for-consideration-to-use-with-cc-cc.pdf>

## Resources

\* **[Restorative Justice Definitions for Younger Students- Mini-Posters](#)**

**(1st p. for Student Reference Sheet, other pages for Mini-Posters in the classroom)**

[https://lkwbetterworld.files.wordpress.com/2015/08/restorative-justice-definitions-for-younger-students-mini-posters\\_2.pdf](https://lkwbetterworld.files.wordpress.com/2015/08/restorative-justice-definitions-for-younger-students-mini-posters_2.pdf)

\* **[Instructional Recommendations: Restorative Justice](#)**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-instructional-recommendations-restorative-justice.pdf>

\* **[Peace Path from Cherokee Point Elementary, San Diego:](#)**

**a Restorative Justice tool for students and families**

- **[Peace Path: Student Reference sheets format \(1 p. with graphic, 1 page w. directions in Eng. and Span.\)](#)**

<https://lkwbetterworld.files.wordpress.com/2017/06/peace-path-from-cpe-1-p-graphic-plus-directions-in-eng-and-span.pdf>

- **[Peace Path: Wall Poster format \(3 pages with graphic, 1 page w. directions in Eng. and Span.\)](#)**

<https://lkwbetterworld.files.wordpress.com/2017/06/peace-path-from-cpe-all-4-pages.pdf>

\* **[Apologies: The 3 R's + Actions speak louder than words.](#)**

**(1st p. for Student Reference Sheet, other pages for Mini-Posters in the classroom)**

<https://lkwbetterworld.files.wordpress.com/2015/08/apologies-the-3-rs-actions.pdf>

\* **[Powerful Apologies from Justine Darling \(5 aspects\)](#)**

**(1st p. for Student Reference Sheet, other pages for Mini-Posters in the classroom)**

<https://lkwbetterworld.files.wordpress.com/2015/08/ws-apology-mini-poster-from-justine-darling.pdf>

\* **[Click here for Songs relating to Restorative Justice.](https://lkwbetterworld.files.wordpress.com/2017/06/songs-to-support-restorative-justice-cc-cc_2.pdf)**

[https://lkwbetterworld.files.wordpress.com/2017/06/songs-to-support-restorative-justice-cc-cc\\_2.pdf](https://lkwbetterworld.files.wordpress.com/2017/06/songs-to-support-restorative-justice-cc-cc_2.pdf)

**[For Songs for all CC-CC Key concepts, click here.](https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-cc-cc.pdf)**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-cc-cc.pdf>

RP, RJ, SEL, TIL

## **Resources to support Question #4: What (else) would you do to demonstrate Compassion or employ Restorative Justice?**

Deepen students' understanding about Compassion and Restorative Justice by employing Resources above more extensively and by challenging students to justify their answers regarding how they could have been of help.

[All Mentor Texts can be used with Questions #4, and are listed at this link.](https://lkwbetterworld.files.wordpress.com/2017/06/mentor-texts-for-use-with-cc-cc2.pdf)

<https://lkwbetterworld.files.wordpress.com/2017/06/mentor-texts-for-use-with-cc-cc2.pdf>

**If you wish more extensive lists of recommended/ suggested texts, please click here.**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-texts-for-consideration-to-use-with-cc-cc.pdf>

### **Resource**

\* **Empowerment Mini-Posters: Quotes to remind students that what they say and do does make a difference.**

<https://lkwbetterworld.files.wordpress.com/2017/06/empowerment-mini-posters-for-use-with-cc-cc.pdf>

**Click here for Songs relating to Empowerment, and Question # 4: "What would you do...?"**

<https://lkwbetterworld.files.wordpress.com/2017/06/songs-to-support-q-4-what-would-you-do-cc-cc.pdf>

**For Songs for all CC-CC Key concepts, click here.**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-cc-cc.pdf>

RP, RJ, SEL, TIL

## **Resources to support Question #5: What were the character's unmet needs?**

### **Teaching about Unmet Needs**

**Recommended/ Suggested Texts for UNMET NEEDS:**

You may have favorites and other required texts which also lend themselves well to this area of learning.

**If desired, here are a few Mentor Texts to support your teaching:**

\* Two photo texts by Jeff Gray: [If She Only Knew Me](#), and [Don't Forget Frances](#) [jeff-gray-books.com](http://jeff-gray-books.com)

\* [Wonder](#) by R. J. Palaccio

\* [If the World Were a Village](#) by David J. Smith

**All Mentor Texts are listed at this link.** <https://lkwbetterworld.files.wordpress.com/2017/06/mentor-texts-for-use-with-cc-cc2.pdf>

**If you wish more extensive lists of recommended/ suggested texts, please click here.**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-texts-for-consideration-to-use-with-cc-cc.pdf>

### **Resources**

\* **[Instructional Recommendations: Unmet Needs](#)**

<https://lkwbetterworld.files.wordpress.com/2015/06/ws-instr-recs-w-c-for-q-5-unmet-needs1.pdf>

\* **[Unmet Needs: Mini-Posters \(1st p. for Student Reference Sheet, other pages for Mini-Posters in the classroom\)](#)**

<https://lkwbetterworld.files.wordpress.com/2015/06/ws-needs-met-and-unmet-mini-posters.pdf>

\* **[Needs Wheel](#)** <https://lkwbetterworld.files.wordpress.com/2017/06/needs-wheel-from-manskes-2017.pdf>

\* **[Some Feelings Arising from Needs/ Values](#)**

<https://lkwbetterworld.files.wordpress.com/2017/06/unmet-met-needs-and-feelings-from-manskes-2017.pdf>

**[Click here for Songs relating to question # 5: unmet needs.](#)**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-unmet-needs-cc-cc.pdf>

**[For Songs for all CC-CC Key concepts, click here.](#)**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-songs-to-support-cc-cc.pdf>

## **Additional Resources to support teaching CC/CC:**

\* **[All Classroom Reference Mini-Posters and Student Reference Sheets in one place](#)**

<https://lkwbetterworld.files.wordpress.com/2017/07/7-9-17-mini-posters-and-student-reference-sheets-for-cc-cc-w-visible-urls.pdf>

\* **[Text-to-Self Extended Questions for Key Questions 1-5](#)**

<https://lkwbetterworld.files.wordpress.com/2017/06/text-to-self-questions-for-cc-cc.pdf>

\* **[Additional Questions 6-9 for use with CC/CC](#)**

[https://lkwbetterworld.files.wordpress.com/2017/06/additional-questions-6-9-for-cc-cc\\_2.pdf](https://lkwbetterworld.files.wordpress.com/2017/06/additional-questions-6-9-for-cc-cc_2.pdf)

\* **[Songs for Social-Emotional Skills, Conflict Management, Compassion, and Nonviolence:](#)**

**[61 songs for streaming and download, with lyrics sheets](#)**

<https://lkwbetterworld.files.wordpress.com/2017/06/songs-for-social-emotional-skills-conflict-management-compassion-and-nonviolence.pdf>

**Entire document w. hyperlinks: [BetterWorld-Resources.com](http://BetterWorld-Resources.com) - click on Compassionate Comprehension with the Common Core.**

## About the Author, Linda K. Williams

Photo: Linda with Devin and Nikki



As a Literacy Support Teacher, Reading Recovery Teacher, the author of many publications, and for many years working with English Language Learners, Linda K. Williams was extensively involved in curriculum-writing, staff development and was a parent and volunteer recruiter and trainer. Linda has worked with drug abuse prevention, assessment of language skills English/Spanish, and intervention strategies for at risk students. She also served as a bilingual Reading Recovery Teacher in English and Spanish, a bilingual Classroom Teacher, and a Music Prep-Time Teacher, and continues to offer free guitar classes to children and youth.

Linda is also working in a number of ways in the community to help promote Restorative Practices and Justice, and the use of a Trauma-Informed Lens in schools, such as serving on the Peace Promotion Momentum Team's School Climate Bill of Rights, the Steering Committee of the Restorative Community Conferencing Pilot Project.

Linda has researched and is now presenting to you her newly created [Compassionate Comprehension with the Common Core \(CC/CC\)](#), an excellent guide to help anyone how to teach with compassion and ensuring the common core standards are taught. CC/CC was 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.

Linda is noted for many publications and curriculum writing activities, and has authored/ co-authored a number of resources for teaching pro-social skills (<http://www.betterworld-resources.com>), and has presented at numerous local, regional, and national conferences. For more information about [Linda's publications and presentations, please click here](https://lkwbetterworld.files.wordpress.com/2017/06/lkw-bio-info-re-publications-and-presentations.pdf).

It is Linda's hope and prayer that, by having children and youth become much more attuned to others' feelings and needs through their experiences with literature and CC/CC, they will also demonstrate that awareness in their own lives -- and out in the world. And, may they also use their new learnings about how to use a Trauma-Informed Lens, demonstrate Compassion, and employ Restorative Justice to make our world a better, more peaceful and compassionate place for all.

## Acknowledgments and Appreciation

I am deeply grateful to all who have helped in numerous crucial ways, to "grow" this labor of love from its early stages in 2006 to what it is today (Summer, 2017).

**In chronological order, my heartfelt thanks go to...**

- \* **Principal Fernando Hernández, and staff of Perkins Elementary:** Their enthusiasm encouraged me to believe that the initial concepts were valuable and worth sharing, when I first presented it there in 2006.
- \* **Candice C. Carter, Ph.D.,** shepherded me through the process of having CC/CC become a Research Project in the SDUSD, and guided me through that unfamiliar territory with great patience, skill and wisdom!
- \* **Richard Vernon Moore, Ph.D.** graciously devoted the time and effort needed to be our District Sponsor for the research project.
- \* **The Research Proposal Review Panel** gave insightful recommendations to expand the resources, and approved the research project for the District.
- \* **Justine Darling** generously gave permission to use a number of the wonderful RJ resources she has created, and has been a cheerleader in helping share CC/CC with others.
- \* **Joe Fulcher, Ph.D., Anthony Ceja, Trisha Chung, Dana Brown, and Jen Carpenter** have all provided crucial encouragement, networking, and insights along the way.
- \* **Bernadete Leal** created the Pre-K to Gr. 1 versions of the Pre/Post Survey and the Written/Illustrated Responses, in addition to helping thoroughly field-test the support materials and texts.
- \* **Christine Rice and Ricardo Castillo** provided invaluable feedback after using CC/CC in an earlier stage, also suggesting a number of wonderful texts to recommend to you.
- \* **Mariana Gomez, Ph.D., Trina Le, and Julie Leonard,** with their expertise in Counseling, added new depth to the materials. **Trina's** dedication and enthusiasm continued throughout many additional meetings, resulting in much progress.
- \* **Denise DeGeorge** tapped into her extensive wealth of experiences in Counseling and Restorative Justice to offer advice and ideas about activities and resources.
- \* **Pat Kurtz** helped edit and revise a number of documents for clarity and impact.
- \* **Rosa Ana Lozada, Ph.D.,** made creative suggestions regarding presentation, and is exploring avenues for implementation.
- \* **Audrey Hokoda, Ph.D.,** has enthusiastically worked with her San Diego State University students to compile annotated bibliographies of books to support CC/CC.

*And, last but certainly not least...*

\* **Godwin Higa** has devoted much time and expertise to refining the Trauma-Informed Resources and to working with me to re-shape these resources into a much more user-friendly set of materials for you!

**Entire document w. hyperlinks: [BetterWorld-Resources.com](http://BetterWorld-Resources.com) - click on [Compassionate Comprehension with the Common Core](#).**