

My book:

NOTE TO TEACHERS:

This is formatted to be run off back-to-back, folded, and stapled, so that the half-page with "My book" is the cover, followed by

- p. 1 How is the character feeling?
- p. 2 Was anybody hurt?
- p. 3 Did anyone do anything to help?
- p. 4 What could you do to help?
- p. 5 Why was the character acting that way?
- p. 6 What was your favorite part?

Compassionate Comprehension with the Common Core

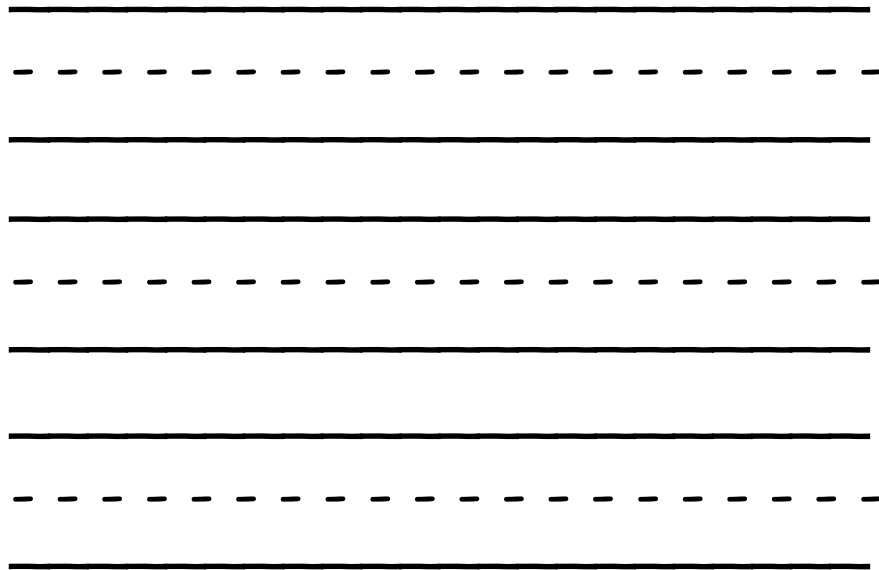
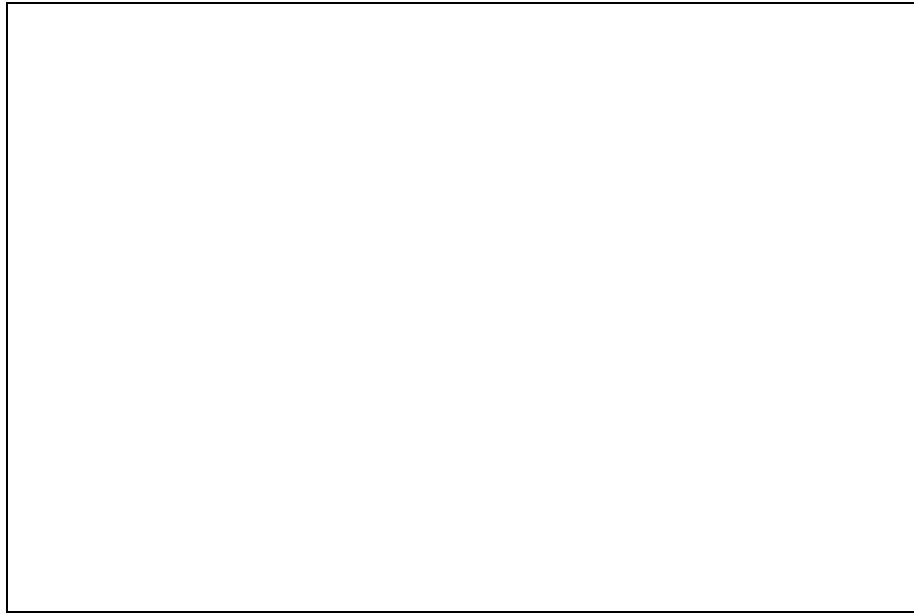
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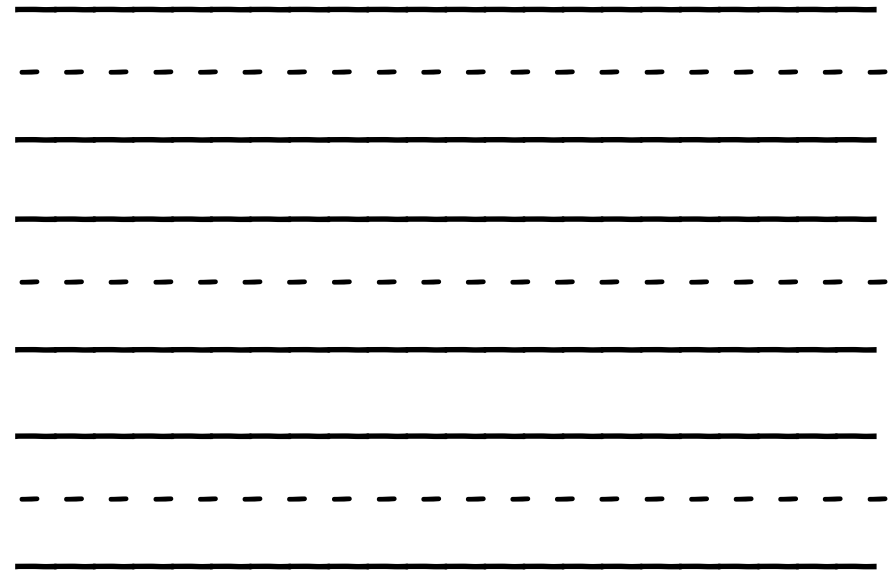
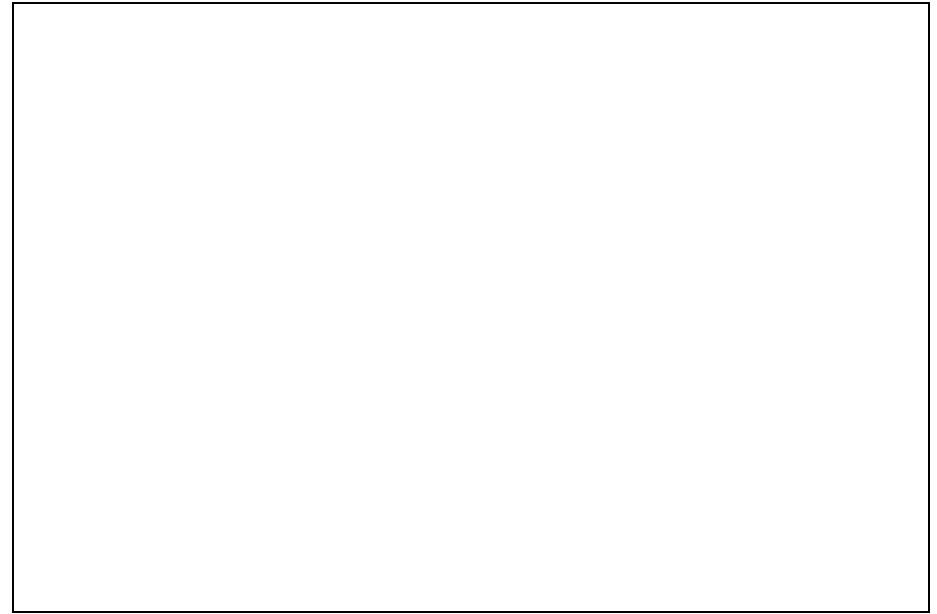
K re-wording and formatting by Bernadete Leal,
Kindergarten Teacher,
with Linda K. Williams, CC/CC Author

By _____

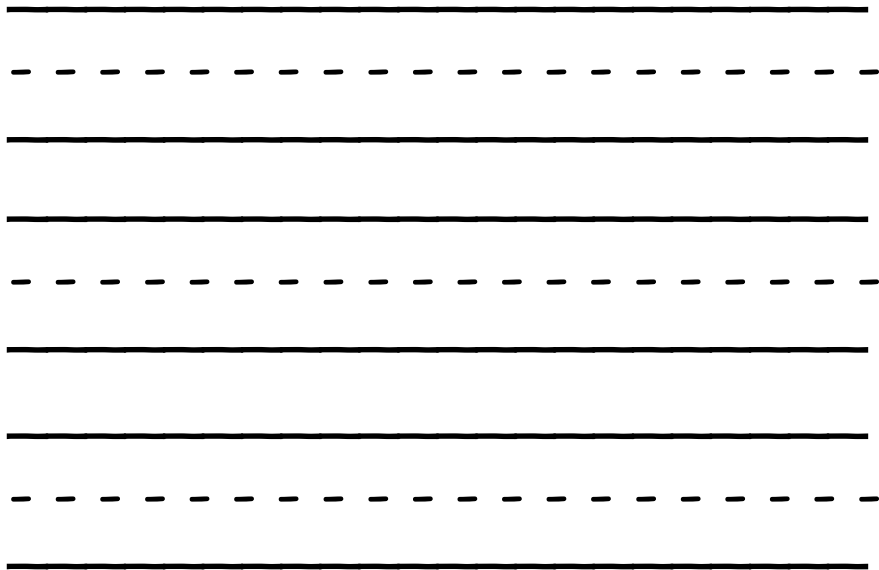
How is the character feeling?



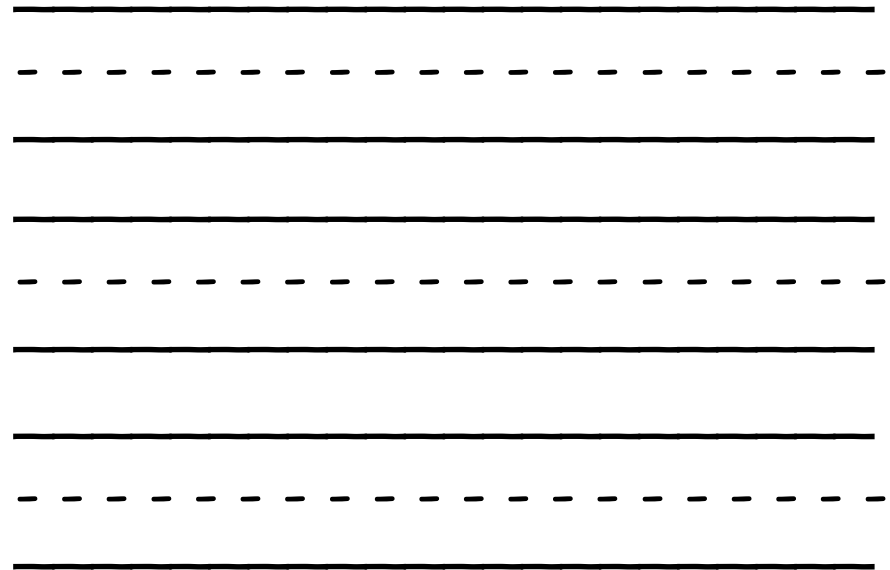
What was your favorite part?



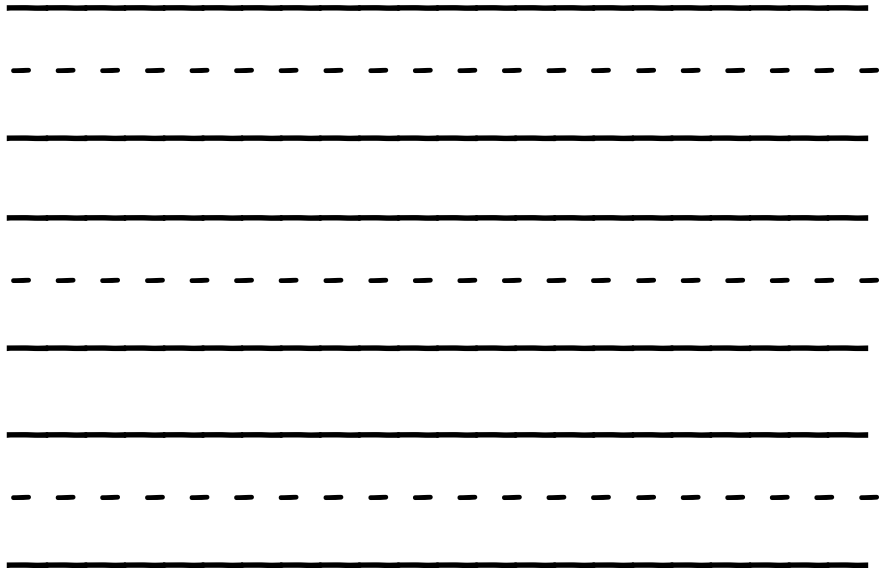
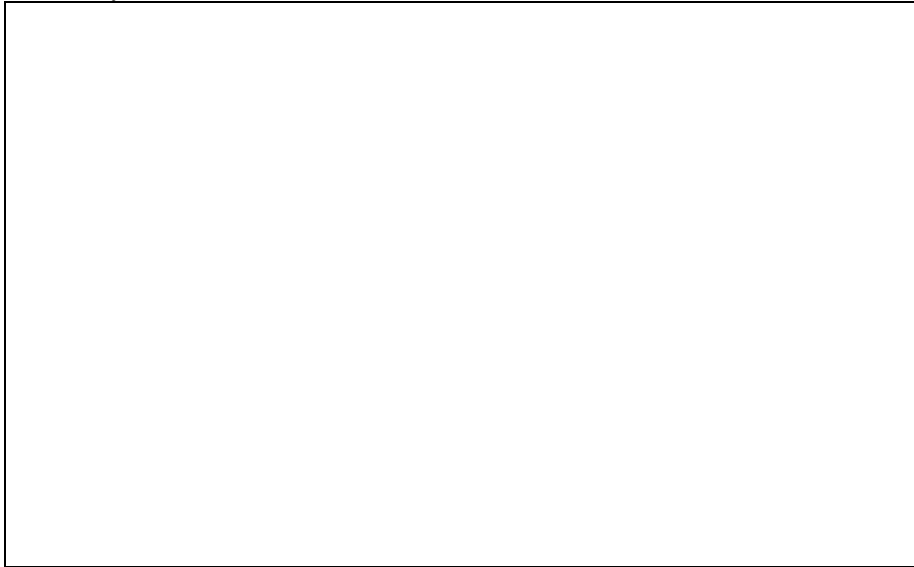
Why was the character acting
that way?



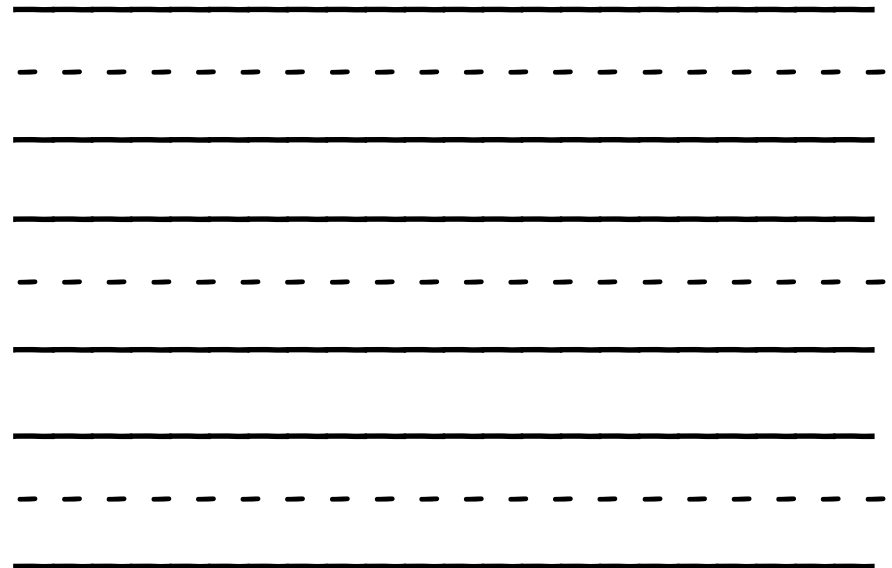
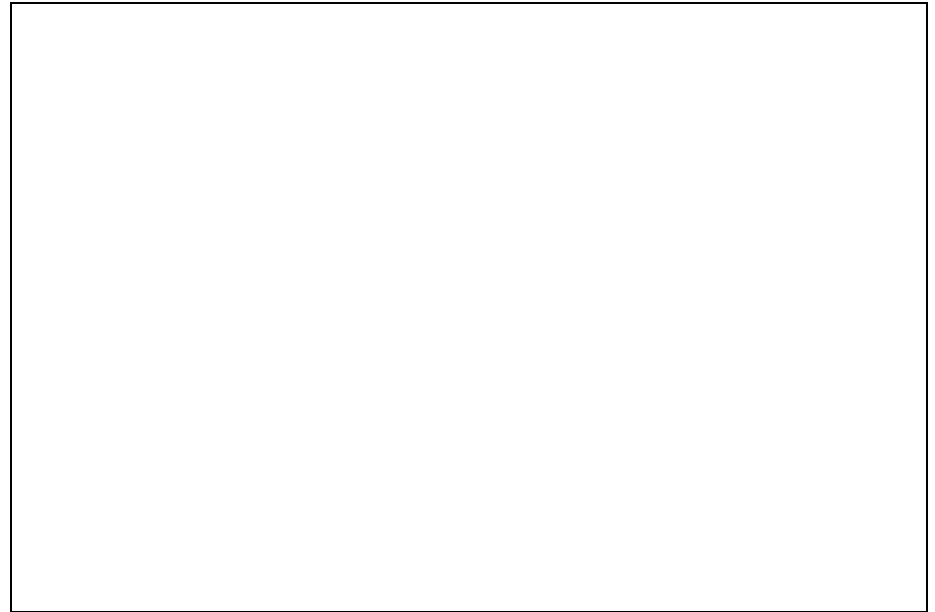
Was anybody hurt?



Did anyone do anything to help?



What could you do to help?



**FORMAT FOR WRITTEN RESPONSES
FOR KINDERGARTEN CASE STUDY CLASSROOM**

Re-wording and Formatting by Bernadete Leal, Kindergarten Teacher, with Linda K. Williams

NOTES TO TEACHER:

- * **ANONYMITY:** Dr. Carter will not use students' names in any reporting of the data.
- * **STUDENT NUMBER:** To facilitate organizing the class sets of assignments, please provide Dr. Carter a class roster, with each name numbered; please make sure students write that number on each assignment in the space provided.
- * **IF PARENTS OPTED OUT AT BEGINNING:** Please ask the entire class to complete the assignment. If you happen to remember that any parents opted out of participation in the Study, you can remove their papers before sending in the 3 class sets in the SASE provided. If you choose to simply send in the entire class set, Dr. Carter will remove any child's paper whose parents declined participation.
- * **IF OPT OUT AFTER SAYING "YES":** If any student's parents change their minds throughout the course of the Study and notify you that they've decided they do NOT want their child to participate, Dr. Carter will remove that child's written responses from any class sets which were previously submitted.
- * **TEXT SELECTION FOR WRITTEN ASSIGNMENT: GUIDED READING?:** Because students need to be able to independently re-read and search for proof/ evidence in the text upon which the assignment is based, the texts need to be at the students' independent (or perhaps instructional) reading levels, so the assignment would most likely need to be made based upon a text used during the Guided Reading Group.
- * **TEXT SELECTION FOR WRITTEN ASSIGNMENT: ORAL OR SHARED READING?:** If you choose to have a text you've used in Oral or Shared Reading be the basis for the written responses, that could also work well, of course, if the students have participated in enough repeated readings to make them successful in reading the text independently as they search for their proof or evidence.
- * **SCORING + TEXT SELECTION: ONE OF THE TEXTS PROVIDED TO YOU?:**
SCORING by Dr. Carter: If you've chosen to have students complete the written assignments using any of the texts you've been given as a Case Study Classroom Teacher (listed below), Dr. Carter will score the assignments.
 - + Stand in my Shoes: Kids Learning about Empathy
 - + Caring and Capable Kids
 - + Biographies of Peace Heroes from <http://www.betterworld.net/heroes/list.htm>
 - + Chicken Soup for the Soul: Stories for a Better World (some stories available electronically)

SCORING by Teacher: Before submitting the class set of students' assignments to Dr. Carter, please score each student's response using the following rubric:

- 0= no response OR student could not figure it out, and was told the answer
- 1= minimal or inappropriate response
- 2= mostly reasonable and complete response
- 3= excellent response to the question

* INDEPENDENT vs SCAFFOLDED or GROUP WORK: If at all possible, please have the students complete the assignments independently (after the scaffolded completion of the assignment in Week 1).
---If completed as partner work or cooperative learning, please clearly mark as such.

---For special-needs students who must have assistance in completing this assignment, please note the level of assistance provided. In that way, Dr. Carter will know to what extent the written assignment is evidence (or not) that the student has mastered the skills taught.

E.g., If the student was able to answer the questions orally, but needed assistance in writing their answers, then Dr. Carter will consider that the written assignments are evidence of the student's ability to answer the questions independently. However, if the student needed substantial scaffolding to arrive at reasonable answers --- or was told the answer --- that is valuable information, as well.

* If any students are absent and/or fail to complete the assignment being collected as the sample, "teacher's judgment" will prevail.

PROCEDURES:

Week 1:

- * Teachers will choose the book, the page, and the character involved.
- * Teachers will then have the students complete the assignment, with as much scaffolding as necessary.
- * Students will be instructed to save the completed assignment in a special (designated by the teacher) so that it will be available and convenient to refer to as they complete their weekly assignments in the future weeks.

Week 2:

- * Teachers will again choose the book, the page, and the character involved. (It could be the same book and even the same character, but the scenario would be occurring elsewhere in the text--- not a repeat of Week 1's page #.)
- * Teachers will have students complete the second assignment as independently as possible, and submit to Dr. Carter in the SASE provided

Week 6 or 7:

- * Same as Week 2.

Week 12:

- * Same as Week 6 OR 7.

PLEASE NOTE:

Although we are only requesting that the written assignments be done as indicated above, you may wish to have your complete this assignment a number of times, and perhaps use the students' written answers as valuable examples of their work

- * As evidence of their mastery of the CA Common Core State Standards
- * In the Body of Evidence you're collecting for the Standards Based Report Card
- ** For ELL's: As evidence that the student is making progress towards Reclassification