

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

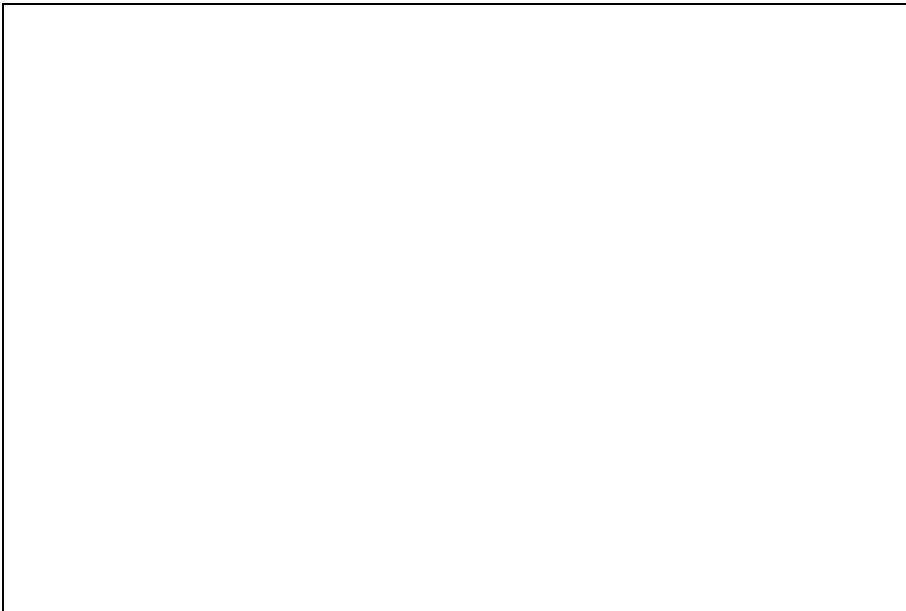
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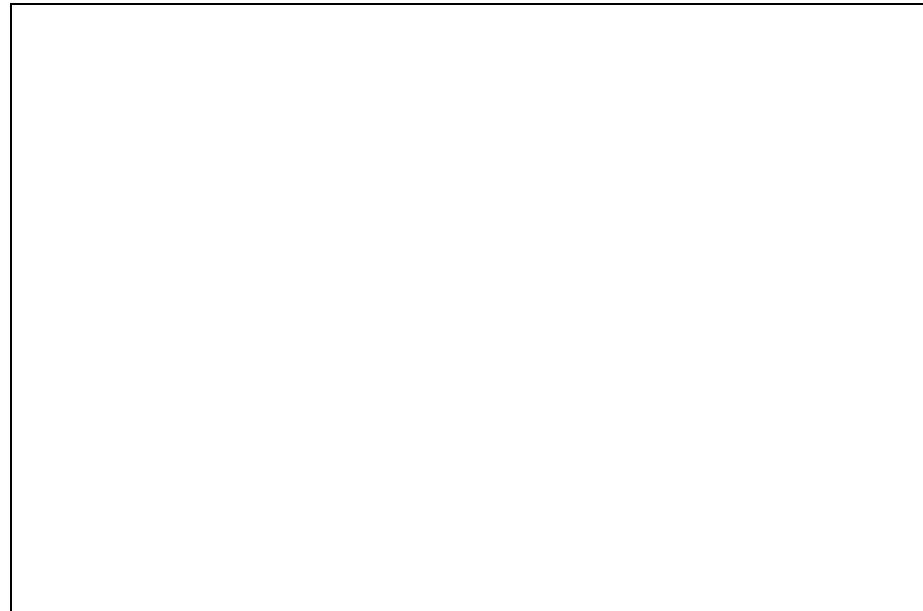
Pre-K to Gr. 1 re-wording and formatting by Bernadete Leal,
Kindergarten Teacher,
with Linda K. Williams, CC/CC Author

By _____

How is the character feeling?



What was your favorite part?



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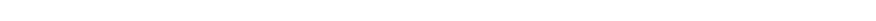
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Why was the character acting
that way?

Was anybody hurt?

A large, empty rectangular box with a thin black border, intended for a child to draw or write a response to the question above.

A large, empty rectangular box with a thin black border, intended for a child to draw or write a response to the question above.



Did anyone do anything to help?

What could you do to help?



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NOTES TO TEACHERS RE: WRITTEN RESPONSES FOR PRE-K TO GR. 1
Re-wording and Formatting by Bernadete Leal, Kindergarten Teacher, with Linda K. Williams

*** ORAL OR SHARED READING:**

You may choose to use a text you've used in Oral or Shared Reading be the basis for the written responses. You may then provide strong scaffolding to assist them in completing their booklets.

If students are emerging or beginning readers and are likely to be able to complete the booklet more independently, that will work best, 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

*** GUIDED READING:**

For emerging or beginning readers, you may also choose to use a text which you've used in 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 (ideally, involving repeated readings of the text).

*** OPTIONAL SCORING:** If you wish to have Pre/ Post assessments of your students' abilities to engage with this task, you may choose to use 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

*** USE OF COMPLETED BOOKLETS AS EVIDENCE OF STUDENTS' LEARNING:**

You may wish to have your students 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 English Language Learners: As evidence that the student is making progress towards Reclassification