Community Problem Solving Skills
Aligned with Education Standards

The purpose of Community Problem Solving is to challenge students to apply the problem solving process to real problems in their communities to create positive change. In using the Creative Problem Solving Process, students are able to develop their thinking skills and enhance their creativity, and fulfil many educational standards as well. Please see the following chart for details.

Please note that these standard strands are meant to be approximate and not correspond to any one region. Please use this for reference and to align with the standards used by your school system or educational governing body.

SPEAKING and LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Explore ideas under discussion by drawing on readings and other information.
4. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
5. Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
6. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
7. Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
8. Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.
9. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
10. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
11. Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
12. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas

13. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
14. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
15. Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
16. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
17. Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.
18. Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.
19. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
20. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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READING

Key Ideas and Details

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. Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
4. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Integration of Knowledge and Ideas

5. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
6. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
7. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
8. Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
9. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
11. Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

Range of Reading and Level of Text Complexity

12. Read and comprehend complex literary and informational texts independently and proficiently.

Vocabulary Acquisition and Use

13. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
14. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

WRITING

Text Types and Purposes

1. Write persuasive arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write arguments to support claims with clear reasons and relevant evidence.
3. Write arguments focused on discipline-specific content.
4. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
5. Write narratives to develop non-fictional experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

6. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
8. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
9. Use technology to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

10. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
11. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
12. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

13. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
14. Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience and edit to produce and strengthen writing that is clear and coherent.

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LITERACY

Key Ideas and Details

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.
4. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Craft and Structure

5. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
7. Assess how point of view or purpose shapes the content and style of a text.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Integration of Knowledge and Ideas

9. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
10. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
11. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
12. Gather relevant information from multiple print and digital sources, using research terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
13. Draw evidence from informational texts to support analysis, reflection, and research.
14. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity

15. Read and comprehend complex literary and informational texts independently and proficiently.
16. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.