



# Common Core State Standards: Shifts for Students and Parents English Language Arts/Literacy Shifts

## *Read as much non-fiction as fiction*

Students must...	Parents can...
<ul style="list-style-type: none"> <li>• Read more non-fiction</li> <li>• Know the ways non-fiction can be put together</li> <li>• Enjoy and discuss the details of non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Supply more non-fiction text</li> <li>• Read non-fiction texts aloud or with your child</li> <li>• Have fun with non-fiction in front of them</li> </ul>

## *Learn about the world by reading*

Students must...	Parents can...
<ul style="list-style-type: none"> <li>• Get smart in Science and Social Studies <b>through reading</b></li> <li>• Handle “primary source” documents</li> <li>• Get smarter <i>through</i> texts</li> </ul>	<ul style="list-style-type: none"> <li>• Supply series of texts on topics of interest</li> <li>• <b>Find books that explain</b></li> <li>• Discuss non-fiction texts and the ideas within</li> </ul>

## *Read more complex material carefully*

Students must...	Parents can...
<ul style="list-style-type: none"> <li>• Re-read</li> <li>• Read material at comfort level <b>AND</b> work with more challenging text</li> <li>• Unpack text</li> <li>• <b>Handle frustration</b> and keep pushing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide more challenging</b> texts AND provide texts they WANT to read and can read comfortably</li> <li>• <b>Know</b> what is grade level appropriate</li> <li>• Read challenging text <i>with</i> them</li> <li>• Show that challenging text is worth unpacking</li> </ul>

## *Read challenging texts aloud to support their reading*

Grades	Example of Complexity: Non-fiction	Example of Complexity: Fiction
K-1	A Tree is a Plant <b>Read Aloud: Fire, Fire!</b>	Are you My Mother? <b>Read Aloud: The Owl &amp; the Pussycat</b>
2-3	Martin Luther King & the March on Washington <b>Read Aloud: What the World Eats</b>	Fire Cat <b>Read Aloud: Charlotte’s Web</b>
4-5	Hurricanes: Earth’s Mightiest Storms The Kids’ Guide to Money	Bud not Buddy The Secret Garden

## *Discuss reading using evidence*

Students must...	Parents can...
<ul style="list-style-type: none"><li>• Find evidence to support their <b>arguments</b></li><li>• Form judgments</li><li>• Become <b>scholars</b></li><li>• Discuss what the author is “up to”</li></ul>	<ul style="list-style-type: none"><li>• Talk about text</li><li>• <b>Demand evidence</b> in everyday discussions/disagreements</li><li>• Read aloud or read the same book and discuss with evidence</li></ul>

## *Writing from Sources*

Students must...	Parents can...
<ul style="list-style-type: none"><li>• Make <b>arguments in writing</b> using evidence</li><li>• Compare multiple texts in writing</li><li>• Write well</li></ul>	<ul style="list-style-type: none"><li>• Encourage writing at home</li><li>• Write “books” together and use evidence/details</li><li>• Look at Appendix A: <a href="http://www.corestandards.org/assets/Appendix_C.pdf">Http://www.corestandards.org/assets/Appendix C. pdf</a></li></ul>

## *Academic Vocabulary*

Students must...	Parents can...
<ul style="list-style-type: none"><li>• Learn the words that they can use in college and career</li><li>• Get smarter at using the “<b>language of power</b>”</li></ul>	<ul style="list-style-type: none"><li>• Read often and constantly with babies, toddlers, preschoolers, and children</li><li>• Read multiple books about the same topic</li><li>• Let your kids see you reading</li><li>• Talk to your children; Read to your children; Listen to your children; Sing with your children; Make up silly rhymes and word games with your children</li></ul>

## *The more we read the more we can read!*

- By age 3, children from affluent families have heard 30 million more words than children from parents living in poverty. (Hart and Risley, 1995).
- Children who have larger vocabularies and greater understanding of spoken language do better in school (Whitehurst and Lonigan).
- If children aren’t reading on grade level by third grade, they are four times more likely to leave high school without a diploma (Hernandez, 2011).
- What is written is much more complex than what we say.
- The more children read about a topic, the more they can read about that topic.