

*Common Core State Standards:  
Shifts for Students and Parents*

**ELA/Literacy Shift 1:  
Read as much non-fiction as fiction**

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

**ELA/Literacy Shift 2:  
Learn about the world by reading**

<b>Students must.....</b>	<b>Parents can.....</b>
<ul style="list-style-type: none"> <li>• Get smart in Science and Social Studies <b>through reading</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supply series of texts on topics of interest</li> </ul>
<ul style="list-style-type: none"> <li>• Handle “primary source” documents</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Find books that explain</b></li> </ul>
<ul style="list-style-type: none"> <li>• Get smarter through texts</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss non-fiction texts and the ideas within</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, are four times more likely to leave high school without a diploma (Hernandez, 2011).

**ELA/Literacy Shift 3:  
Learn about the world by reading**

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

**Support their Reading.  
Read Challenging Texts Aloud.**

<b>Grades</b>	<b>Example of Complexity: Nonfiction</b>	<b>Example of Complexity: Fiction</b>
<b>K-1</b>	A Tree is a Plant <b>Read Aloud: Fire, Fire!</b>	Are you My Mother? <b>Read Aloud: The Owl &amp; The Pussycat</b>
<b>2-3</b>	Martin Luther King and the March on Washington <b>Read Aloud: What the World Eats</b>	Fire Cat <b>Read Aloud: Charlotte's Web</b>
<b>4-5</b>	Hurricanes: Earth's Mightiest Storms The Kid Guide to Money	Bud not Buddy The Secret Garden
<b>6-8</b>	Narrative of the Life of Frederick Douglass A Night to Remember	Little Women The People Could Fly
<b>9-10</b>	Hope, Despair, Memory Letter from Birmingham Jail	Things Fall Apart In the Time of Butterflies
<b>11-12</b>	Take the Tortillas Out of Your Poetry Mother Tongue Black Boy	The Canterbury Tales Dreaming in Cuban Crime & Punishment

**ELA/Literacy Shift 4:  
Discuss reading using evidence**

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

**ELA/Literacy Shift 5:  
Writing from Sources**

<b>Students must.....</b>	<b>Parents can.....</b>
<ul style="list-style-type: none"> <li>• Make <b>arguments in writing</b> using evidence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Encourage writing</b> at home</li> </ul>
<ul style="list-style-type: none"> <li>• Compare multiple texts in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write “books” together and use evidence/details</li> </ul>
<ul style="list-style-type: none"> <li>• Write well</li> </ul>	<ul style="list-style-type: none"> <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>

**ELA/Literacy Shift 6:  
Academic Vocabulary**

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