An Introduction to the CCSS for ELA
November 9, 2013
Objectives

• Help parents understand:
  – The new Common Core Standards for English Language Arts and Literacy
  – College and Career readiness and why it matters
  – The shifts needed to be successful with the Common Core Standards
  – How they can help their children at home

Adapted from EngageNY.org and Oregon Dept. of Education
Hopes and Dreams

Describe your child as the ideal high school graduate
  • What skills do they have?
  • What do they know?
What are the Common Core Standards?

• We are now going to view a video to explain what the Common Core Standards are:
  • [http://vimeo.com/51933492](http://vimeo.com/51933492) (English/ inglés)
  • [http://vimeo.com/51947947](http://vimeo.com/51947947) (Spanish/ español)

• Turn and Talk
  • Share your reactions to the video
“These Standards are not intended to be new names for old ways of doing business. **They are a call to take the next step**… It is time to recognize that standards are not just promises to our children, but *promises we intend to keep.*”

-- The Common Core State Standards in Math, page 5
Activity: What is college readiness?

• At your table, discuss:
  – What does college-readiness look like?
  – When is a student is ready for college?
  – What do children need to learn to be ready for college?
  – How can parents help?
College and Career Readiness

The new standards will get students ready for success in college and the workforce...

...but what does that mean?

Adapted from EngageNY.org and Oregon Dept. of Education
College Readiness

• **College readiness** means that graduates have the skills they need to do well in college.

• **“College”** doesn’t just mean a four-year degree. It can mean any program that leads to a degree or certificate.

• Being **“ready”** means that students graduate from high school prepared to take credit-bearing courses in college.
Career Readiness

• **Career readiness** means that high school graduates are qualified for and able to do well in long-term careers.

• “**Career**” doesn’t just mean a job. It means a profession that lets graduates succeed at a job they enjoy and earn a competitive wage.

• Research has shown that the skills needed for college and family-wage careers are the same.
The new standards will...

• Prepare students to succeed in college and the workforce

• Ensure that every child—regardless of race, ethnicity or zip code—is held to the same high standards and learns the same material

• Provide educators with a clear, focused roadmap for what to teach and when

Adapted from EngageNY.org and Oregon Dept. of Education
What are the Common Core Standards?

• A single set of **clear standards** for English language arts and mathematics

• **A tool** to help students and parents set clear and realistic goals for success

• **A first step** in providing young people with the high-quality education that will prepare them for success in college and careers

Adapted from EngageNY.org and Oregon Dept. of Education
States that adopted the Common Core
What’s different in the new standards?

**English Language Arts/Literacy:**

- Focus on **non-fiction**, careful reading
- Discuss reading and write using **evidence**
- Increase **academic vocabulary**
6 Shifts in ELA

- Read as much non-fiction as fiction
- Learn about the world by reading
- Read more challenging material closely
- Discuss reading using evidence
- Write non-fiction using evidence
- Increase academic vocabulary
Shift 1: Read as much non-fiction as fiction

<table>
<thead>
<tr>
<th>Students must...</th>
<th>Parents can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read more non-fiction</td>
<td>• Supply more non-fiction text</td>
</tr>
<tr>
<td>• Know the ways non-fiction can be put together</td>
<td>• Read non-fiction texts aloud or with your child</td>
</tr>
<tr>
<td>• Enjoy and discuss the details of non-fiction</td>
<td>• Have fun with non-fiction in front of them</td>
</tr>
</tbody>
</table>

Adapted from EngageNY.org and Oregon Dept. of Education
## Shift 2: Learn about the world by reading

<table>
<thead>
<tr>
<th>Students must...</th>
<th>Parents can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Get smart in Science and Social Studies through reading</td>
<td>• Supply series of texts on topics of interest</td>
</tr>
<tr>
<td>• Handle “primary source” documents</td>
<td>• Find books that explain</td>
</tr>
<tr>
<td>• Get smarted through texts</td>
<td>• Discuss non-fiction texts and the ideas within</td>
</tr>
</tbody>
</table>

Adapted from EngageNY.org and Oregon Dept. of Education
## Shift 3: Read more complex material carefully

<table>
<thead>
<tr>
<th>Students must...</th>
<th>Parents can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Re-read</td>
<td>• Provide more challenging texts AND provide texts they WANT to read and can read comfortably</td>
</tr>
<tr>
<td>• Read material at comfort level AND work with more challenging stuff</td>
<td>• Know what is grade level appropriate</td>
</tr>
<tr>
<td>• Unpack text</td>
<td>• Read challenging stuff with them</td>
</tr>
<tr>
<td>• Handle frustration and keep pushing</td>
<td>• Show that challenging stuff is worth unpacking</td>
</tr>
</tbody>
</table>
Shift 4: Discuss reading using evidence

<table>
<thead>
<tr>
<th>Students must...</th>
<th>Parents can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Find evidence to support their arguments</td>
<td>• Talk about text</td>
</tr>
<tr>
<td>• Form judgments</td>
<td>• Demand evidence in every day discussion/disagreements</td>
</tr>
<tr>
<td>• Become scholars</td>
<td>• Read aloud or read the same book and discuss with evidence</td>
</tr>
<tr>
<td>• Discuss what the author is “up to”</td>
<td></td>
</tr>
</tbody>
</table>

An Introduction to the CCSS for Parents
Una introducción a los Estándares Estatales Básicos Comunes para los Padres

Adapted from EngageNY.org and Oregon Dept. of Education
## Shift 5: Write Non-Fiction Using Evidence

<table>
<thead>
<tr>
<th>Students must...</th>
<th>Parents can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make arguments in writing using evidence</td>
<td>• Encourage writing at home</td>
</tr>
<tr>
<td>• Compare multiple texts in writing</td>
<td>• Write “books” together and use evidence/ details</td>
</tr>
<tr>
<td>• Write well</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from EngageNY.org and Oregon Dept. of Education
## Shift 6: Academic Vocabulary

<table>
<thead>
<tr>
<th>Students must...</th>
<th>Parents can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn the words that they can use in college and career</td>
<td>• Read often and constantly with babies, toddlers, preschoolers, and children</td>
</tr>
<tr>
<td>• Get smarter at using the “language of power”</td>
<td>• Read multiple books about the same topic</td>
</tr>
</tbody>
</table>

- Let your kids see you reading
- Talk and read to your children
- Listen to your children
- Sing with your children (make up silly rhymes and word games with your children)
So, what can parents really do to help?
Parent support can help students succeed

By staying involved, informed and engaged, parents can help students be successful
Ways parents can help

- Read with your children
- Review and discuss their homework
- Build Background Knowledge
- Communicate with their teachers
- Attend public meetings to learn more
- Learn about the standards and how they affect your child’s education and school
- Look through your child’s backpack each afternoon

Adapted from EngageNY.org and Oregon Dept. of Education
Types of Read Alouds

- Books
- Magazines
- Internet Articles
- Close Captioning (mute your T.V.)
- Menus
- Directions
- Recipes

Adapted from EngageNY.org and Oregon Dept. of Education
Read Aloud to Them

- You read to them, they listen
  - Ask questions
  - Connect the reading to their life
Read Aloud with Them

• Choral read (all read together)
• Echo read (I read a sentence, you read the same sentence)
• I read a sentence, you read the next sentence

Adapted from EngageNY.org and Oregon Dept. of Education
Background Knowledge

• Background knowledge is what a student already knows about a topic or subject. The more he or she know, the better they will understand the new learnings.
Your help in building background knowledge

- If the topic is animals, how can you build your child’s knowledge of the subject?
  - Where can you take them?
  - What can they read?
  - Is the internet or technology a possibility?
  - What type of media? TV? Videos?

Adapted from EngageNY.org and Oregon Dept. of Education
Activity: After school routines

• Grab a partner and discuss your after school routines. Be specific!
• Ask each other questions:
  – How do you help your child with homework? How closely do you review it?
  – How closely do you review their schoolwork?
  – How often do you communicate with their teachers?
  – How do you celebrate your child’s success in school? How do you address poor performance?
  – What is your favorite part of your after school routine?
So? What works best?
Backpacks: What you should see

Real-world examples that makes what they’re learning in English and math make more sense

Books that are both fiction and non-fiction

Writing assignments that require students to use evidence instead of opinion

Math homework that asks students to write out how they got their answer

Adapted from EngageNY.org and Oregon Dept. of Education
Some questions to ask your child

Did you talk about anything you read in class today? Did you use evidence when you talked about what you read?

Did you learn any new words in class today? What do they mean? How do you spell them?

How did you use evidence in school today? Where did you get it?

How often did you use math today? How did you use it?

Adapted from EngageNY.org and Oregon Dept. of Education
Activity: Talking to your kids about school

At your table, talk about strategies you use to get your kids talking about their days after school

• What questions do you ask?
• Do you discuss what they tell you?
• How do you get them excited to talk?
• What do you do when they refuse to talk?
What works best?

"Well, yes, we could read your blog... or you could just tell us about your school day."

Adapted from EngageNY.org and Oregon Dept. of Education
Resources for Parents

• www.cde.ca.gov
• www.pta.org/4446.htm
• www.achievethecore.org
• http://www.cgcps.org/Domain/36
Closing discussion

• What strategies did we discuss today that you think you might use with your children?
• What other information would be helpful to you?
• What other questions do you have?
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