Overview of the Georgia ELA Standards

Preparation - Implementation - Support - Resources

Parent Advisory Council
Tuesday, October 14

Welcome and Introductions

Dr. Rebekah Ralph

- Assistant Director of Continuous Improvement
  - Wife and Mom to 6 amazing kiddos
    - 10th, 9th, 6th, 3rd, Kindergarten, and 3 year old
- My Role and My Why

Who is in the room?

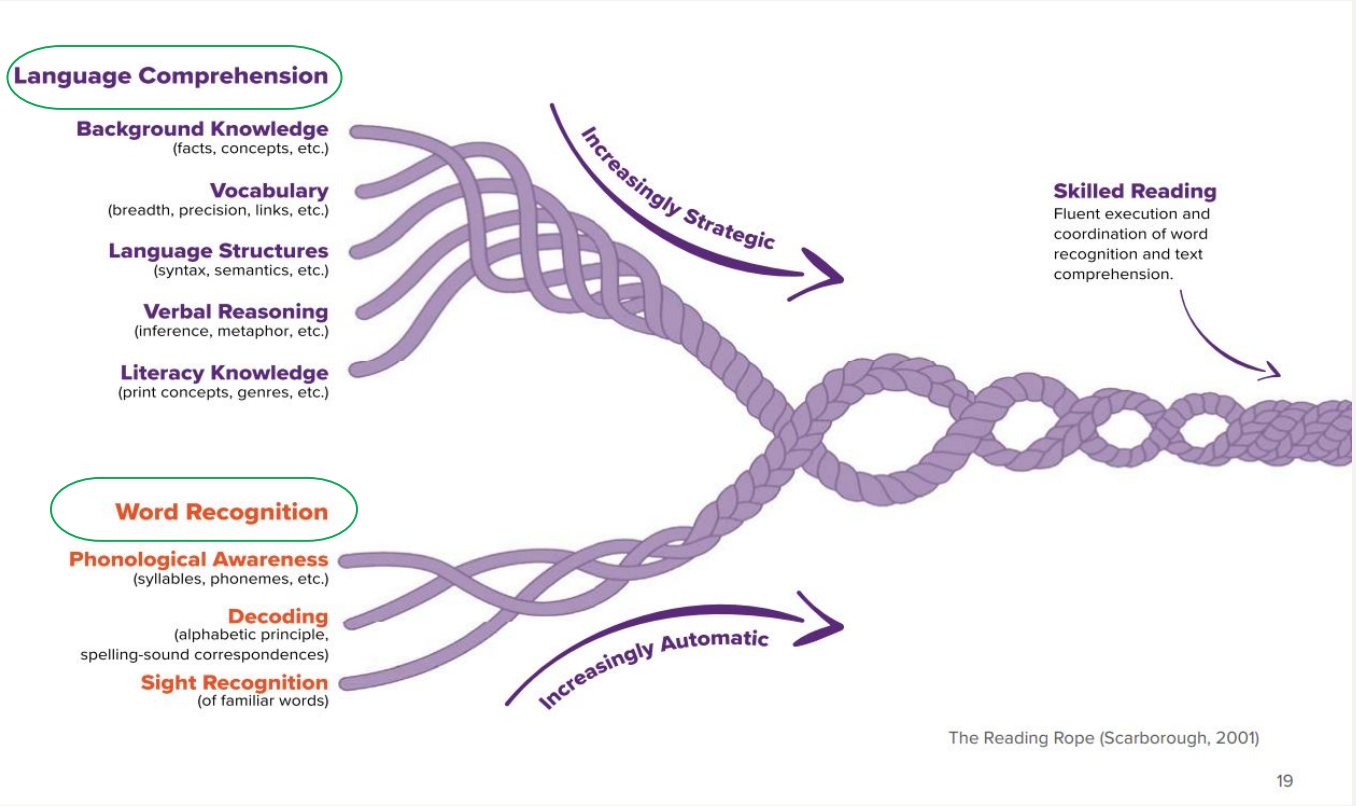
- **Four Corners**
  - Elementary, Middle, High, Combination
- **Continuum**
  - Familiarity with the Science of Reading (SoR)

Agenda

- **What's NEW about the new ELA standards?**
  - Science of Reading & the Dyslexia Law
  - Framework for the ELA Standards - Interpreting and Constructing Standards

- **Implementation and Support**
  - 24-25 SY and Summer Professional Learning
  - Updated Pacing Guides and Instructional Guidance
  - Curriculum Specialists
  - School-based Literacy and ELA support
  - Growing Readers & Literacy Leads Consortia
- **Resources and Recommendations**
  - School & Community Connections and Opportunities

Science of Reading (SoR) and **The Reading Rope**



The Reading Rope (Scarborough, 2001)

ELA Standard Framework

Hierarchy

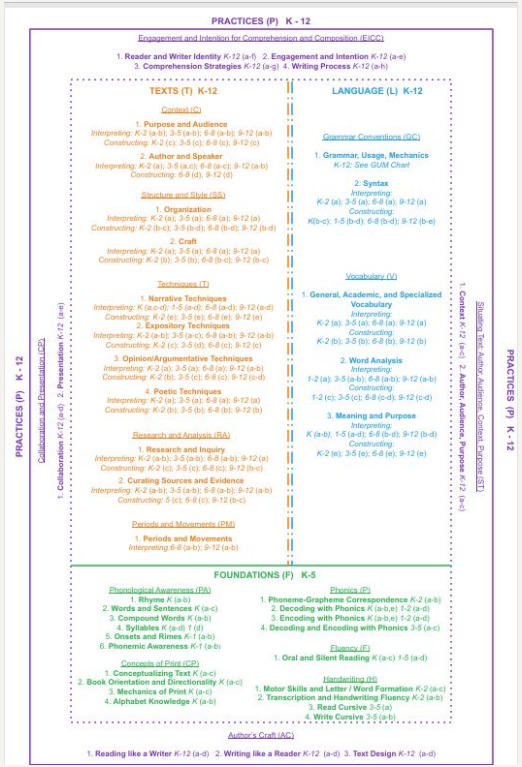
- Domains
  - Big Ideas
    - Standards
      - Expectations

Domains

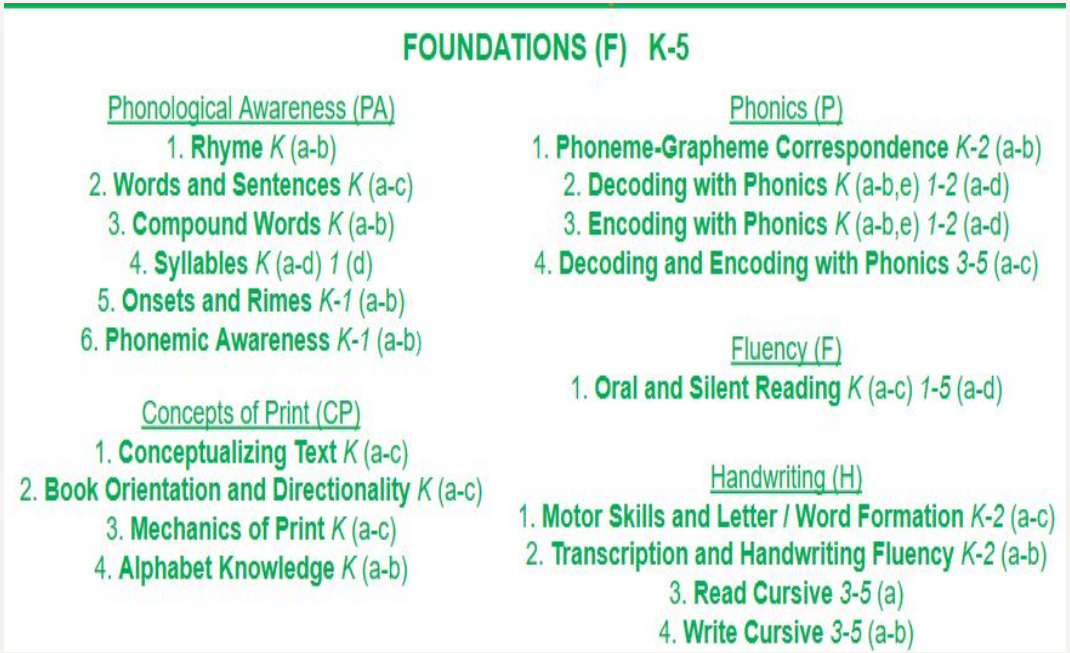
- Foundations (K-5) - Heavy K-1
- Texts - Interpreting / Constructing
- Language - Interpreting/Constructing
- Practices (K-12) - Planning Implications

Key Features

- Foundations domain aligns with the SoR
- Expectations build strategically
- *Expectations* can be identical for more than one year *(italics)*
- Key connections between Interpreting & Constructing



Foundations (K-5)



FOUNDATIONS (F) K-5

Phonological Awareness (PA)
1. **Rhyme** *K* (a-b)
2. **Words and Sentences** *K* (a-c)
3. **Compound Words** *K* (a-b)
4. **Syllables** *K* (a-d) *1* (d)
5. **Onsets and Rimes** *K-1* (a-b)
6. **Phonemic Awareness** *K-1* (a-b)

Concepts of Print (CP)
1. **Conceptualizing Text** *K* (a-c)
2. **Book Orientation and Directionality** *K* (a-c)
3. **Mechanics of Print** *K* (a-c)
4. **Alphabet Knowledge** *K* (a-b)

Phonics (P)
1. **Phoneme-Grapheme Correspondence** *K-2* (a-b)
2. **Decoding with Phonics** *K* (a-b,e) *1-2* (a-d)
3. **Encoding with Phonics** *K* (a-b,e) *1-2* (a-d)
4. **Decoding and Encoding with Phonics** *3-5* (a-c)

Fluency (F)
1. **Oral and Silent Reading** *K* (a-c) *1-5* (a-d)

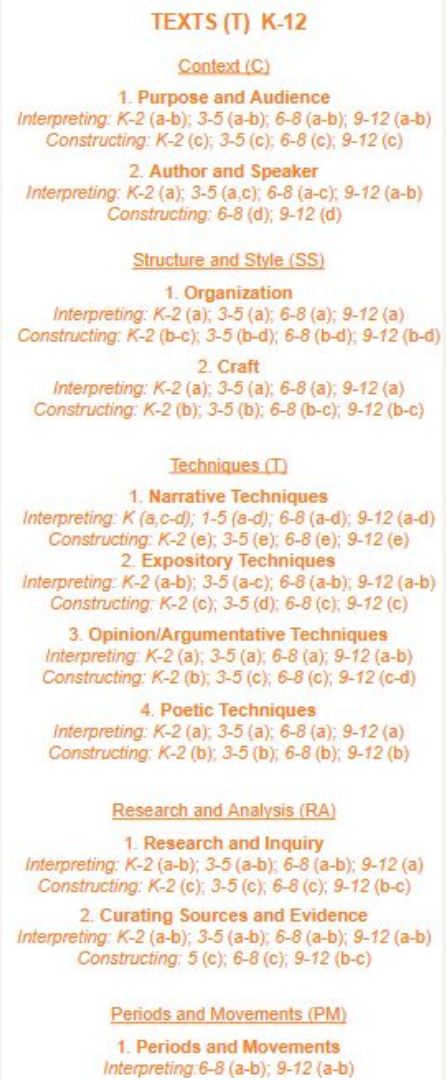
Handwriting (H)
1. **Motor Skills and Letter / Word Formation** *K-2* (a-c)
2. **Transcription and Handwriting Fluency** *K-2* (a-b)
3. **Read Cursive** *3-5* (a)
4. **Write Cursive** *3-5* (a-b)

Instructional Implications
- Clear Connections to the Science of Reading

High Quality Instructional Materials
- Heggerty
- UFLI Foundations
- Morpheme for Littles / Morpheme Magic
- iReady Toolbox / Magnetic Reading
- Bookworms
- 360 Writing

AMIRA (Assess/Tutor/Instruct)
- Diagnostic and Dyslexia Screener
- Personalized Instruction Support

Interpreting & Constructing



TEXTS (T) K-12

Context (C)

1. Purpose and Audience
Interpreting: K-2 (a-b); 3-5 (a-b); 6-8 (a-b); 9-12 (a-b)
Constructing: K-2 (c); 3-5 (c); 6-8 (c); 9-12 (c)

2. Author and Speaker
Interpreting: K-2 (a); 3-5 (a,c); 6-8 (a-c); 9-12 (a-b)
Constructing: 6-8 (d); 9-12 (d)

Structure and Style (SS)

1. Organization
Interpreting: K-2 (a); 3-5 (a); 6-8 (a); 9-12 (a)
Constructing: K-2 (b-c); 3-5 (b-d); 6-8 (b-d); 9-12 (b-d)

2. Craft
Interpreting: K-2 (a); 3-5 (a); 6-8 (a); 9-12 (a)
Constructing: K-2 (b); 3-5 (b); 6-8 (b-c); 9-12 (b-c)

Techniques (T)

1. Narrative Techniques
Interpreting: K (a,c-d); 1-5 (a-d); 6-8 (a-d); 9-12 (a-d)
Constructing: K-2 (e); 3-5 (e); 6-8 (e); 9-12 (e)

2. Expository Techniques
Interpreting: K-2 (a-b); 3-5 (a-c); 6-8 (a-b); 9-12 (a-b)
Constructing: K-2 (c); 3-5 (d); 6-8 (c); 9-12 (c)

3. Opinion/Argumentative Techniques
Interpreting: K-2 (a); 3-5 (a); 6-8 (a); 9-12 (a-b)
Constructing: K-2 (b); 3-5 (c); 6-8 (c); 9-12 (c-d)

4. Poetic Techniques
Interpreting: K-2 (a); 3-5 (a); 6-8 (a); 9-12 (a)
Constructing: K-2 (b); 3-5 (b); 6-8 (b); 9-12 (b)

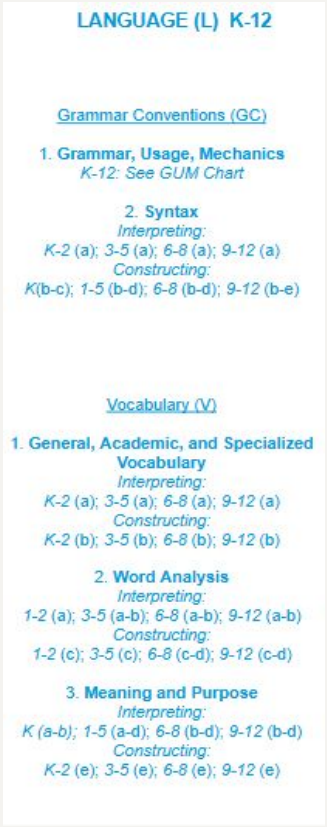
Research and Analysis (RA)

1. Research and Inquiry
Interpreting: K-2 (a-b); 3-5 (a-b); 6-8 (a-b); 9-12 (a)
Constructing: K-2 (c); 3-5 (c); 6-8 (c); 9-12 (b-c)

2. Curating Sources and Evidence
Interpreting: K-2 (a-b); 3-5 (a-b); 6-8 (a-b); 9-12 (a-b)
Constructing: 5 (c); 6-8 (c); 9-12 (b-c)

Periods and Movements (PM)

1. Periods and Movements
Interpreting:6-8 (a-b); 9-12 (a-b)



LANGUAGE (L) K-12

Grammar Conventions (GC)

1. Grammar, Usage, Mechanics
K-12: See GUM Chart

2. Syntax
Interpreting:
K-2 (a); 3-5 (a); 6-8 (a); 9-12 (a)
Constructing:
K(b-c); 1-5 (b-d); 6-8 (b-d); 9-12 (b-e)

Vocabulary (V)

1. General, Academic, and Specialized Vocabulary
Interpreting:
K-2 (a); 3-5 (a); 6-8 (a); 9-12 (a)
Constructing:
K-2 (b); 3-5 (b); 6-8 (b); 9-12 (b)

2. Word Analysis
Interpreting:
1-2 (a); 3-5 (a-b); 6-8 (a-b); 9-12 (a-b)
Constructing:
1-2 (c); 3-5 (c); 6-8 (c-d); 9-12 (c-d)

3. Meaning and Purpose
Interpreting:
K (a-b); 1-5 (a-d); 6-8 (b-d); 9-12 (b-d)
Constructing:
K-2 (e); 3-5 (e); 6-8 (e); 9-12 (e)

- **Reading and Writing Connection**
  - Learning through Modeling and Application
- **Multiple opportunities** to apply knowledge and skills to a variety of multi-modal texts in all genres
- **Consistent** use of **read alouds to model fluency, think aloud, and metacognition**

Interpreting and Constructing Text Expectations

II. BIG IDEA: Structure & Style (SS)
Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.

STANDARD 3-5.T.SS.2: Craft
Use language to interpret meaning and craft engaging texts.

3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
3.T.SS.2.a	Identify and describe the use of figurative language, such as similes, metaphors, and idioms in a wide variety of texts.	**4.T.SS.2.a**	Identify and explain how figurative language, such as hyperboles and personification, shapes how ideas and information in texts are understood.	**5.T.SS.2.a**	Describe the impact of the use of figurative language such as of similes, metaphors, idioms, hyperboles, and personification in response to audience and purpose, in various modes and genres.
Expectations for Constructing Texts Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating		*Expectations for Constructing Texts* Writing | Speaking | Creating	
3.T.SS.2.b	Use figurative language, such as similes, metaphors, and idioms, to show relationships between ideas and information.	**4.T.SS.2.b**	Use figurative language for intentional effects when expressing ideas or conveying information.	**5.T.SS.2.b**	*Use figurative language for intentional effects when expressing ideas or conveying information.*
3.T.SS.2.c	This progression begins in 6th grade.	4.T.SS.2.c	This progression begins in 6th grade.	5.T.SS.2.c	This progression begins in 6th grade.

Interpreting and Constructing Language Expectations

I. BIG IDEA: Grammar Conventions (GC)
Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

STANDARD 6-8.L.GC.2: Syntax
Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.

6th Grade Expectations		7th Grade Expectations		8th Grade Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing		*Expectations for Interpreting Texts* Reading | Listening | Viewing	
6.L.GC.2.a	Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.	**7.L.GC.2.a**	*Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.*	**8.L.GC.2.a**	*Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.*
Expectations for Constructing Texts Writing | Speaking | Composing		*Expectations for Constructing Texts* Writing | Speaking | Composing		*Expectations for Constructing Texts* Writing | Speaking | Composing	
6.L.GC.2.b	Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.	**7.L.GC.2.b**	*Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.*	**8.L.GC.2.b**	*Use a variety of simple, compound, complex, and compound-complex sentences, to condense and combine ideas, maintaining consistent verb tense throughout the text.*
6.L.GC.2.c	Identify and use active voice in sentences	**7.L.GC.2.c**	Distinguish between active and passive	**8.L.GC.2.c**	*Distinguish between active and passive*

Practices - Hidden Gems

BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	
STANDARD K-12.P.EICC.3: Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.	
K-12 Expectations	
Expectations for Interpreting Texts Reading | Listening | Viewing	
K-12.P.EICC.3.a	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
K-12.P.EICC.3.b	Scan and skim the text, making note of structures and sections that might be most useful.
K-12.P.EICC.3.c	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
K-12.P.EICC.3.d	Summarize and visualize sections of the text to maintain understanding.
K-12.P.EICC.3.e	Make and track predictions about the events and information likely to come next.
K-12.P.EICC.3.f	Make, track, and support inferences about different levels of meaning within the text.
K-12.P.EICC.3.g	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

***Comprehension strategies** are tools that students should develop throughout their K-12 education as they work to interpret increasingly complex texts. The effectiveness of these strategies depends largely on the texts themselves, the reasons students engage with them, and the preferences and knowledge bases of individual students. For these reasons, students should receive instruction in a variety of comprehension strategies. Students should learn to select and apply strategies flexibly in order to make sense of the text and accomplish their goals.

Practices - Implications for Planning

BIG IDEA: Collaboration & Presentation (CP) Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.	
STANDARD K-12.P.CP.1: Collaboration Collaborate with others to accomplish shared goals and projects.	
K-12 Expectations	
Expectations for Interpreting & Constructing Texts Reading | Listening | Viewing | Writing | Speaking | Creating |	
K-12.P.CP.1.a	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
K-12.P.CP.1.b	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
K-12.P.CP.1.c	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
K-12.P.CP.1.d	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

Kindergarten

2 Aug. 11	**Opinion Techniques** **Determining Fact and Opinion** • What is a fact? • What is an opinion? • How do I know if someone is sharing their opinion about a topic? • What words might tell you that someone is sharing their feelings, not a fact? **Identify & Use Different Modes** • What are some different ways we can share a story, information, or an opinion with others (like writing, drawing, talking, video, websites etc.)? • What mode best supports the author's purpose and the audience? **Text Features & Organization** • What text features (titles, headings, photos, illustrations) do authors use to determine if a text is fiction or nonfiction? **Generating Questions about a Topic** • How do I generate questions about a topic to be researched? **Using Context & Text Features to Clarify Meaning** • What is the meaning of the word or phrase in the sentence? • Can the word or phrase be used differently (context) to mean something else? **Distinguishing Sentence Structure** • What do I call the part of the sentence that tells who or what it is about? • What do I call the part of the sentence that tells what's happening or gives more information? • How do I determine if a group of words is a complete sentence or an incomplete sentence? • How do the two main parts of a sentence work together to make a complete thought? • How do I make sure my sentences have a subject and predicate?	**Interpreting** **K.T.T.3.a** Explain the difference between opinions and facts about a topic. **K.T.C.1.b** With adult support, identify different modes of communication print, digital, auditory, and visual. **K.T.SS.1.a** Identify and use text features, including titles, headings, photos, and illustrations, to determine if a text is fiction or nonfiction. **K.T.RA.1.a** With adult support, ask questions about topics of interest for research. **K.L.V.3.a** With adult support, determine or clarify the meaning of unknown and multiple-meaning words and phrases. **K.L.GC.2.a** Recognize that conventional sentences always include a subject and a predicate. **GUM** 1. Use nouns and verbs to complete thoughts when speaking.(I,M) 2. Form and use singular and plural nouns when speaking. (I,M) 3. Use interrogatives to ask questions when speaking.(I,M)	P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience. P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. P.AC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.

3rd Grade

2 Aug. 11	**Opinion Techniques** **Organization** • What techniques do authors use to present and design opinion texts? **Text Features** • What are common text features in print, digital, auditory, spoken, and visual modes? • How do these text features contribute to the purpose and effect of the text? **Generating Questions about a Topic** • How do I generate questions about a topic to be researched? **Using Context to Clarify Meaning** • How do I use context within and beyond the sentence (text features) to determine unknown words and phrases? **Distinguishing Sentence Types** • How are the structures of a simple, compound, and complex sentence the same? Different? • How do I use subordinating conjunctions to join clauses? • How do I use a comma after an introductory phrase or clause?	**Interpreting** 3.T.T.3.a Describe and discuss the techniques used to present and design opinion texts, including author's opinion statement, supporting reasons, and evidence. 3.T.C.1.b Determine common text features of print, digital, auditory, spoken, and visual modes and describe how they contribute to the overall purpose and effect. 3.T.SS.1.a Describe how texts are arranged to represent information and ideas using text features (e.g., map, captions) and organizational structures (e.g., cause/effect), referring to parts of texts using terms such as chapter or section. 3.T.RA.1.a Generate questions about a self-selected topic of interest to be researched, formulating additional questions to clarify or deepen understanding. 3.L.V.3.a Use context (e.g., images and graphs) within and beyond a sentence to determine or clarify the meaning of unknown words and multiple-meaning words and phrases. 3.L.GC.2.a Distinguish between correctly structured simple, compound, and complex sentences. **GUM** 39. Use subordinating conjunctions to join clauses. (I) 40. Use commas after introductory phrases or clauses. (I)	P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience. P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. P.AC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.

2 Aug. 11	**Argumentative Techniques Organization** • What techniques do authors use to present and design argumentative texts? • What makes these techniques effective to convey meaning, respond to the audience, or achieve specific purposes? **Text Features / Modes** • How do authors use different text modes and organizational structures to convey meaning, respond to the audience, or achieve specific purposes? **Generating Questions about a Topic** • How do you generate questions to make connections between related topics of interest? • How do you formulate questions to investigate complex topics and ideas? **Applying Understanding of Sentence Structure to Support Comprehension** • How are the structures of simple, compound, complex, and compound-complex sentences the same? Different? • How does using a variety of sentences allow me to condense and combine ideas, maintaining consistent verb tense throughout the text? • How does understanding syntax help me to comprehend and analyze a text? **Application of Grammar, Usage, and Mechanics** • What are coordinating conjunctions? • How do I use coordinating and subordinating conjunctions to join words, phrases, or clauses? • How are commas used to indicate phrases and clauses?	**Interpreting** 6.T.T.3.a Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument. 6.T.C.1.b Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts 6.T.SS.1.a Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes 6.T.RA.1.a Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas. 6.L.V.3.b Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases 6.L.GC.2.a Apply understandings of syntax to comprehend and analyze a variety of grade-level texts. **Constructing** 6.L.GC.2.b Use a variety of simple, compound, complex, and compound- complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text. (C) **GUM** 21. Use of coordinating conjunctions to join words, phrases, or clauses. (R) 25. Use commas with coordinating conjunctions to join independent clauses. (R) 39. Use subordinating conjunctions to join clauses. 40. Use commas after introductory phrases or clauses. (R) 46. Use correlative conjunctions to join words, phrases, or	P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience. P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. P.AC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.

6th Grade

Pacing Guides

Anchored on
Text Techniques

Spiral Teaching of
Concepts

Opportunities for
Acceleration
Remediation

Consistency
Collaboration
Celebration

Preparation and Implementation

Supporting Student Success with the New ELA Standards

Supporting Educators

ELA Instructional Block Overview

Professional Learning
- Fall 2024, Spring 2025, and Summer 2025
- Ongoing in-person support and virtual check-ins
- Leadership training Fall 2025

Pacing Guides with additional instructional guidance / resources

Curriculum Specialists
- School-based ELA Supports
- Ongoing UFLI progress monitoring

Middle School Academic Coach Meetings

Growing Readers
- Focus Schools

Ongoing GaDOE Training - Writing

Ideal Block	Time Allotted	Grouping	Block Component	Description	Resource
40 minutes	40	Whole	Phonics	Teachers provide explicit, cumulative, and systematic instruction on foundational literacy skills using a multisensory approach. Each lesson is taught in its entirety and with fidelity. Formative assessment drives reteaching during whole and small group.	UFLI
100 Minutes	45	Whole	Standards Based Reading: Shared Reading	**Interpreting Expectations - Whole Group Shared Reading** Shared reading of a big book or projected text. Echo or choral reading of shared texts encouraged. Explict instruction on Text and Language expectations should occur during shared reading.	Bookworms, Ready Reading, Mentor Text
	15		Interactive Read Aloud with Anchor Text	**Interpreting Expectations - Whole Group Read Aloud** Teacher read-aloud: Introduce and practice targeted vocabulary words, model comprehension strategies by "thinking aloud", model fluency, etc. using above grade level text.	Bookworms (ELA Read Aloud), Above grade level book of choice based on science or social studies standards, student interest, or topic of study.
	10	Whole	Word Study Mini Lesson	**Morphology and Vocabulary** Teachers provide a systematic, structured lesson on building connections between the sounds, histories, and meanings of words.	Morpheme Magic For Little Ones
	30	Whole	Written Language Lesson	**Constructing Expectations - Written Language Lesson** Teachers conduct a whole group lesson modeling writing grade level standards that are focused on the identified genre. Language domain expectations should be incorporated here. Students work independently to write pieces aligned with the writing lesson and identified genre. Teachers confer with each student and provide feedback.	360 Writing
50 Minutes	50	Small	Differentiated Instruction	**Data Based Instruction** Teachers determine standards to address with differentiated groups based on data. Teachers are encouraged to explore the technique standards beyond those listed on the pacing guide and should try to connect as much as possible to the Context, Style & Structure, and Research & Analysis standards, too. Language standards should addressed at this time with a focus on expectations that are reinforced, continued, or mastered at the grade level. Students should be consistently using the comprehension strategies from the Practice domain. **Literacy Stations** Students work through their small reading groups practicing already learned skills or previewing upcoming skills. **Phonics Intervention** Teachers work with one group at a time to provide explicit, systematic phonemic awareness and phonics instruction, and practice in fluency and comprehension skills using decodable and grade level texts. When teaching phonics, teachers will focus on foundational literacy skills using a multisensory approach. Each lesson is taught with fidelity. Formative assessments drive the instruction.	UFLI, Heggerty, Fluency **Decodables:** Geodes, FlyLeaf, Magnetic Readers, UFLI Decodable Passage Fluency practice is essential during this time. Engage students in various fluency building activities (repeated reading, paired reading, performance reading, recorded reading, reading buddies [with a lower or higher grade] and choral reading). (See K-2 Language and Foundations Evidence Guide p.20)

Key GMAS Updates

Multimodal

- “Texts” can be videos, audio clips, articles, infographics, poems, news articles, article critiques, song lyrics...

GMAS Resources Available

- Georgia Milestones ELA Resources
  - Blueprints & ALDs in draft form
  - Writer’s Rubric & Checklist
- GMAS Practice - Georgia Online Experience

Writing Updates

- Narrative component removed
- Extended Constructed Response
  - Grades 3, 5, 8, & Lit & Comp II
- Peer Revision Task
  - Grades 4, 6, & 7

Writing Updates cont.

- 3 to 5 - “Texts”
- Opinion / Argumentative Writing
- 8 point rubrics instead of 7 point rubric
- 3 Trait
  - Purpose & Organization
  - Evidence & Elaboration
  - **Grammar, Usage, and Conventions**

School - Home Partnership

Supporting Student Success with the New ELA Standards

Read and Talk Together

Read to Them
A Culture of Literacy in Every Community

Tips for Making Reading Aloud Part of Your Family Life

Reading aloud is a shared experience between readers and listeners. Use each story to connect.

Before you read
Get set for success!

Reading aloud can be a lifelong joy – Start at birth and continue, sharing longer and more complex stories as your child grows.

Read widely – Books, comics, magazines, newspapers, blogs, newsletters. Read about familiar topics or something new.

Visit the library – Lots of stuff there and it's all free!

Find the time and place that works for you – and stick with it. Before bed is great, but other times and places work too!

Make it a habit – Have something on hand to read all the time!

While you read
Enjoy the ride!

Set realistic goals – Your reading time will get longer the more you read.

Be expressive! – Use emotion to bring the story to life.

Vary your rhythm and pace – Have fun with the language in the book!

Engage with your listener – Look for details in illustrations, ask questions, discuss.

Expect some fidgeting – Your child doesn't have to be perfectly still to be listening. Give them something to do.

After you read
What's next?

Make connections – Find ways that the story connects with your child's life.

Find your next book – Look for...

- another book by the same author or illustrator
- a nonfiction book about a topic you want to know more about
- the next book in a series
- a book with similar characters or themes
- something completely different!

Your librarian is the key to finding the next great read aloud for your family.

Ages 3-5 (Preschool / Pre-K)

At this age, children are building early language, vocabulary, phonological awareness (rhymes, syllables, sounds), speaking/listening skills, and beginning print awareness. The foundations are extremely important for later success.

Recommendations for parents:

- **Make a daily habit of reading aloud:** Choose short, engaging picture books and talk about what happens.
    - Ask: “What do you think will happen next? Encourage your child to “read” repeated words or phrases with you.
- **Build vocabulary naturally:** During everyday moments (playtime, grocery store, chores) talk about new words.
    - Example: “We’re **selecting** three apples to **purchase** today,” or “The puppy is **scampering**,” and ask, “What do you think that word means?”
- **Play with sounds:** Rhyming games (e.g., “cat-hat, dog-frog”), clap syllables in words, stretch out sounds in simple words.
- **Encourage scribbles and pretend writing:** Provide paper/crayons and have your child “write a story” (you write what they say). Talk about the differences between letters, symbols, and drawings.
- **Talk and listen:** Ask open-ended conversation questions. “Why do you think the bear did that?” Or “How did you feel when the ball rolled away?”
- **Make print meaningful around you**: Label items at home (toy box, snack shelf, door). Let your child help: “Which one says ‘snacks’?”
- **Model curiosity:** Show you are a “reader” or “writer”. Read a recipe, write a note, and most importantly, talk about what you are doing: “I’m looking for the word ‘ingredients’ because I want to know what I need.” or “I wonder what the weather will be like today. What should I wear?”

Why this matters:

The new standards emphasize the “Foundations” domain in early years — strong phonics, print concepts, and a rich spoken language environment. By making these habits part of everyday life, you’re helping your child arrive at kindergarten ready to engage in the more formal reading and writing tasks.

Kindergarten – 2nd Grade

In these grades, children develop phonics and fluency skills, comprehension strategies, writing techniques, and listening and speaking skills.

Recommendations for parents:

- **Daily reading time:** Set aside 15-20 minutes of quiet reading together. Ask: “What was the problem in the story? How did the character solve it?” or “What’s the main idea of this page?”
- **Choose a book and re-read it later**. Rereading helps fluency, confidence, and deeper understanding.
- **Mix fiction and nonfiction**: Read a story and an informational book about the same topic. Ask: “What’s the same? What’s different?”.
- **Practice writing together**: Have your child share or write a short “story” or “opinion”. Talk about beginning, middle, end; characters; setting. Ask: “What if you changed the ending?” “What reasons support your opinion?
- **Build vocabulary and word study**: While you read or talk, pause at new words. Ask: “What might ‘exhausted’ mean? Have students apply the word to their lives.
- **Model rich vocabulary** during conversations and explain new words in context. For example, “That’s a *gigantic* pumpkin—gigantic means really, really big.” Point out interesting or precise words: “This towel is *damp*, not soaking wet.
- **Encourage strong oral language and listening**: Engage in meaningful back-and-forth talks about their day, feelings, and interests. Instead of asking yes/no questions (“Did you have a good day?”), use open-ended ones. Ask: “What was something funny that happened today?” or “Tell me about a time you helped someone.”
- **Make writing meaningful:** Write a family newsletter, grocery list, or thank-you note. Let them take the lead.
- **Model and encourage “whole body listening”**. Eyes looking, ears listening, body still, and brain focused.
- **Provide opportunities for your child to speak to different audiences**. Encourage your child to greet relatives, order food, or explain a game to someone new.

Why this matters:

In Kindergarten through 2nd grade, support at home is essential because children’s brains are rapidly building the foundational pathways for reading, and these skills develop best through frequent, meaningful practice. Daily conversations, reading, and writing activities give children far more language exposure than school alone, strengthening vocabulary, oral language, and comprehension—the core building blocks of literacy.

3rd – 5th Grade

In upper-elementary, students are expected to navigate longer texts (literary and informational), compare texts, analyze the author's purpose, and use evidence from text in writing.

Recommendations for parents:

- **Encourage reading independently:** Help your child pick a book that is just slightly challenging. Ask: "What are the key events? Why did the character act that way?"
- **Read side-by-side**: While your child reads a book, you read another book. Then, swap and discuss. Model good reading habits and discuss the texts with your child. Ask: "If you were the author, what would you change? Why?" or "What evidence in the text shows the character was feeling ___?"
- **Compare texts**: Choose two articles or books on the same topic and talk. Ask: "What's similar? What's different? Which facts were the same? Which surprised you?"
- **Build writing stamina**: Encourage your child to keep a journal, blog, or writing folder. Then, help with revising. Ask: "What details can you add? How can you make your introduction stronger?"
- **Focus on evidence and purpose**: When your child writes, ask: "Who are you writing to? Why should they care? What evidence or reasons support your point?"
- **Vocabulary and word study**: Encourage them to pick "power words" from their reading and use them in their writing. Talk about tone: "How does using 'slammed' instead of 'closed' change the feel of the sentence?"
- **Use research and informational writing**: Pick a topic, gather two or three sources, and write a paragraph or two. Ask: "What is the main idea? What facts support it? What evidence and elaboration can you provide?"
- **Encourage presentations and speaking**: Listening and speaking are important interpreting and constructing skills. Ask them to tell you what they learned in class, or to teach you something.
- **Make connections at home**: Use recipes, instructions, newspapers, and websites. Ask "What is the author's goal here? To inform? To persuade? To entertain? How do you know?"
- **Celebrate growth**: Share what they are reading/writing, ask to read their writing, and offer authentic audiences.

Why this matters:

At this stage, students transition from learning to read toward reading to learn. They use texts to gather information, compare viewpoints, and communicate their own thinking. The new standards emphasize not only reading but doing — writing, speaking, listening, using evidence, comparing texts, and analyzing word choice/craft. Reinforcing these tools, habits, and skills at home can help your child build confidence.

6th – 8th Grade (Middle School)

Recommendations for parents:

- **Encourage choice reading**: Let them pick books (fiction/ nonfiction) that interest them. Have a “reading check-in”. Ask: “What is the author’s main argument? What evidence supports it? If you were the author, what would you add?”
- **Encourage summary/reflection writing:** Write (or tell) a 2-3 sentence summary plus reaction. Ask: “What did you find interesting? What question do you still have?”
- **Discuss media and information:** With online articles, social media posts, or videos, ask: “Who wrote this? What evidence do they give? Do you trust it? How is this similar or different from the article you read?”
- **Write for different purposes and audiences:** Have conversations about audience and purpose. Ask: “Are you convincing someone? Informing someone? Entertaining someone? What choices will you make for your audience?”
- **Practice research skills:** Identify a topic of interest, gather three credible sources, and organize the information. Ask “What are the key points? How do they connect? What does this make you think about the topic?”
- **Build vocabulary and analyze language**: Discuss figurative language and word choice. Ask: “What does the author mean by ‘the city breathed in the dawn’? What effect does that image give? How does the author’s use of the word ‘dreadfully’ impact the tone of this event?”
- **Encourage discussion and debate**: Talk about current events, books, and movies. Ask: “What is the author’s point of view? What evidence supports it? Do you agree or disagree? Why?”
- **Help structure writing**: Ask them to show you their outline. Ask: “What claim are you making? What reasons will you give? What evidence supports each reason?”
- **Encourage revision:** When they have a draft, ask: “How can you make your argument clearer? Is your evidence the strongest you have? How can you make your writing more precise or engaging?”
- **Link to real-world:** Use everyday moments to connect reading/writing. Activities to consider: shopping list reasoning (“Which cereal is a better value, and why?”), reading vs watching news (“What bias might the author have? What facts? What’s missing?”).
- **Promote accountability and reading stamina**: Check in regularly: Ask: “What reading or writing do you have this week? When will you do it? How can I help you block time for it?”

Why this matters:

In middle school, students transition toward more independence and critical thinking. Students must “employ strong, thorough, and explicit textual evidence,” analyze complex characters/ideas, and write arguments or research. Support with these skills at home provides additional practice opportunities.

9th – 12th Grade (High School)

In high school, students are expected to handle rigorous texts (literary, informational, technical), analyze multiple themes, conduct research, write well-crafted arguments and analytical papers, and present information effectively.

Recommendations for parents:

- **Encourage reading widely:** Support teens in reading both classic/semi-canonical works and contemporary high-interest texts (fiction, nonfiction, articles, editorials). Discuss what they're reading. Ask: "What's the author's main idea? How does structure, word choice, or context affect meaning?"
- **Practice writing for different purposes and authentic tasks**: Consider analytical essays, persuasive pieces, technical writing, creative writing, and research writing. Work resumes, college applications, local newsletters, blogs, technical descriptions of a hobby, and social commentary are also authentic ways to write. Help your teen understand that writing isn't just "school work." Ask: "Who is your audience? What claim are you making? What evidence backs it? Are you using an appropriate tone for your audience and purpose?
- **Promote research skills and source evaluation**: With many sources online, ask: "Is this source credible? Who is the author? What evidence do they provide? Is there bias? Can you check another source?" Teach them to annotate, cite, and evaluate.
- **Encourage revision and feedback**: Write a draft, step away, and reread with fresh eyes or ask for feedback. Ask: "What is your thesis? Are your arguments supported by evidence? Could you reorganize or tighten sentences?"
- **Discuss language, style, tone**: When reading and when writing, ask: "What tone does the author set here? What words show that? Would a different word change the effect? How is the text structured to persuade or inform?"
- **Encourage debate and discussion**: Talk about current events, literature, ethics, and science. Ask: "What viewpoint is the author taking? What are the assumptions? What evidence? What would you argue differently?"
- **Connect literacy across content areas**: Encourage them to read in science, social studies, technical fields, and write about them (which reflects real workplace/college demands). Ask: "How do they use language differently in science vs in a novel?"
- **Time management and independence**: High school work is heavier. Help your teen schedule reading, writing, and research tasks.
- **Foster a growth mindset:** Reinforce that reading and writing skills improve with practice and revision. Celebrate progress.

Why this matters:

The new high-school standards expect students to be college-and-career ready: writing complex arguments, conducting research, analyzing sophisticated texts and media. Without strong habits in place — independent reading, thinking through evidence, writing with purpose, revising — many students struggle with the jump. Supporting these habits gives your teen an edge.