

North Middle School Literacy Night



Common Core: Key Shifts in English Language Arts

The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem solving, and analytical skills that are required for success in college, career, and life. (English Language Arts Standards)

Shift 1: Regular practice with complex texts and their academic language

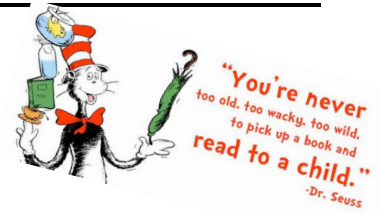
Shift 2: Reading, writing, and speaking grounded in evidence from texts, both literary and informational

Shift 3: Building knowledge through content-rich nonfiction

DISTRIBUTION OF LITERARY AND INFORMATIONAL PASSAGES BY GRADE

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

WAYS TO SUPPORT LITERACY INSTRUCTION AT HOME



30x6

Students should be reading 30 minutes a night, 6 days a week.

WHAT SHOULD YOUR CHILD'S READING ENVIRONMENT LOOK LIKE AT HOME?

- Comfortable
- Well-lit
- Free of distractions - television, cell phones, headphones, etc.
- Don't let reading always be the the last assignment of the night

BUILDING STAMINA

Not every child will be able to read for 30 consecutive minutes in one sitting, so that is a goal to work towards. A conversation with your child might sound like, "Let's try to read ten minutes tonight. Then we'll take a break and read ten more..."

HOW DO YOU KNOW YOUR CHILD HAS DONE THE READING?

- Check the number of pages read nightly
- Read alongside your child for 30 minutes
- Read the same book
- Have a conversation with your child about the book

CONVERSATION STARTERS

- + What has been happening in the book that you are reading?
- + Who is the main character? Why is this character important to the story?
- + What is the main character like? Can you relate to the character? Why or why not?
- + Discuss what the character learned about himself, his family, or his friends.
- + Can you tell me about the main problem in the story?
- + Describe a conflict between two characters. How was the conflict resolved? What did you learn about these characters based on their actions?
- + In what kind of place is the story set? How does this affect the mood, characters, or events in the story?
- + What does the title have to do with the story?
- + What do you think the author is trying to say? Can you provide examples from the text to support your thinking?
- + What do you like or dislike about the book?
- + What other books have you read that had a similar theme or message?
- + What is something else you have read this year that relates to this story?
- + Did anything happen that surprised you? Why?
- + How did the story change your thinking?
- + Would you recommend this book to anyone? Why or why not?

Asking Questions



Good readers ask questions
to help them understand
what they read.

HOW DO YOU KNOW IT'S NOT WORKING?

- Read progress reports and report card grades and comments. Know that your child's English and Reading grades will partially depend on reading volume.
- Your child is not "in a book." When he's packing for school, you notice there's no book in his backpack. Students should always be in a book, whether it's independent reading, book club, Enriched, or a whole class book...or a combination. (It's not unusual for a student to be reading more than one book at a time.)
- Your child is not "getting" the book he or she is reading.
- Your child should be finishing a book equivalent every two weeks (one book equivalent = 200 pages).

WHAT TO DO IF IT'S NOT WORKING

- Contact your child's teacher for clarification on class requirements and specifically on your child's work.
- Change the reading environment.
- Talk to your child about the book he or she is reading.
- Encourage your child to reread tough portions of books, particularly in the beginning. This is a valuable activity.
- Read aloud. Take turns reading aloud.
- Read alongside your child.
- Read the same book that your child is reading.



HOW TO HELP YOUR CHILD CHOOSE A BOOK

- Identify a book that your child enjoyed reading; find another book in that series or another book by that author.
- Explore books in the same genre.
- Obtain recommendations from your child's classmates, friends, or siblings.
- Ask your child's teacher.
- Ask the librarian at NMS or your local library.
- Consult websites like Barnesandnoble.com, Goodreads.com, readingandwritingproject.org/resources/book-lists, and Scholastic.com.

ADDITIONAL RESOURCES/WEBSITES

www.corestandards.org/ELA-Literacy

EngageNY.org

Shifts for Students and Parents

www.engageny.org/resource/shifts-for-students-and-parents

Scholastic.com

Newsela.com

ReadWorks.org

ReadWriteThink.org (Parent & Afterschool Resources)

GreatNeckPublicLibrary.org (Young Adult Programs)

Time Magazine Top 100 Young Adult Books

<http://time.com/100-best-young-adult-books>

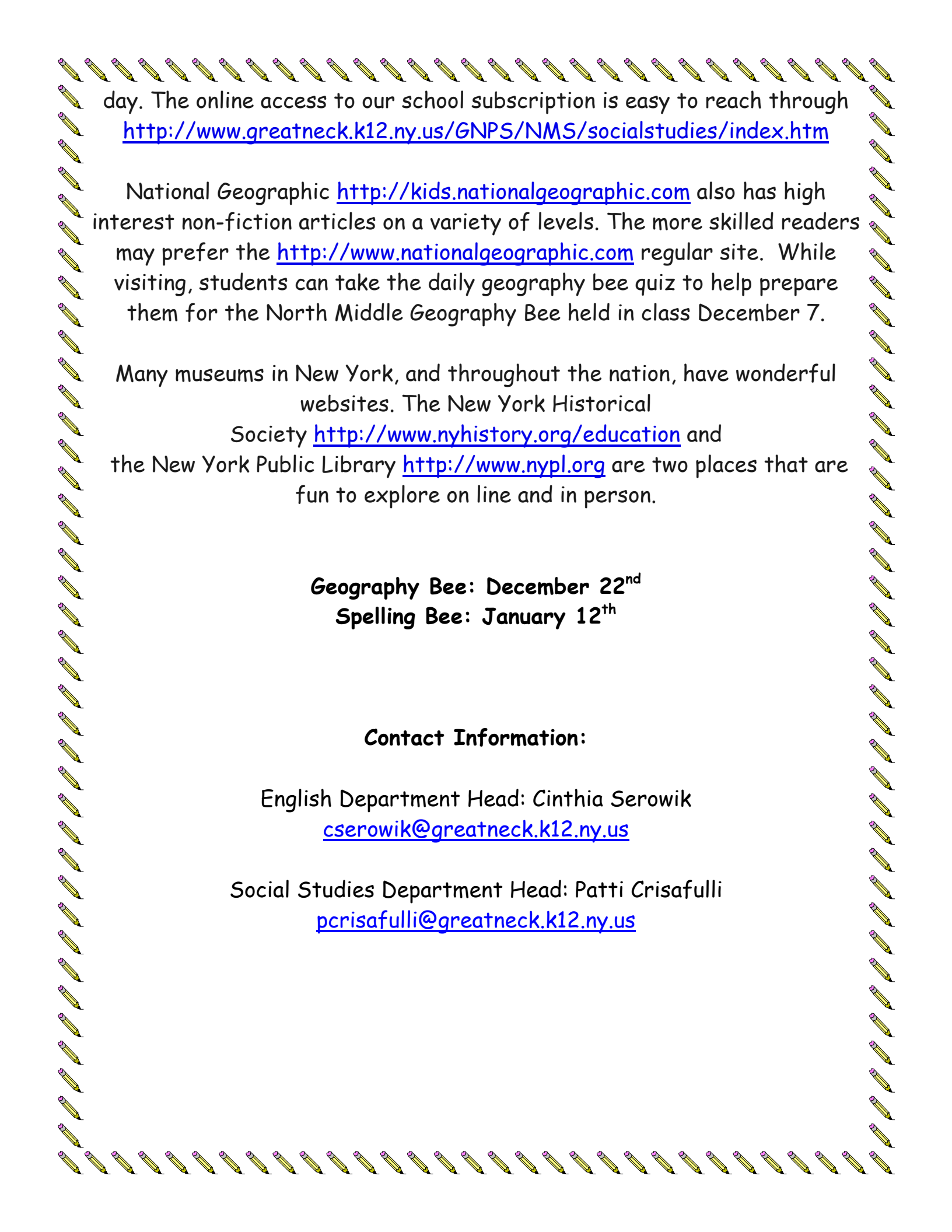
What Should I Read Next?

www.whatshouldireadnext.com

Study Smart Guide

http://greatneck.k12.ny.us/GNPS/NMS/study_smart/index.htm

Please consider reading the NY Times with your child, or having them read any section that is of interest to them. There are also news quizzes each



day. The online access to our school subscription is easy to reach through <http://www.greatneck.k12.ny.us/GNPS/NMS/socialstudies/index.htm>

National Geographic <http://kids.nationalgeographic.com> also has high interest non-fiction articles on a variety of levels. The more skilled readers may prefer the <http://www.nationalgeographic.com> regular site. While visiting, students can take the daily geography bee quiz to help prepare them for the North Middle Geography Bee held in class December 7.

Many museums in New York, and throughout the nation, have wonderful websites. The New York Historical Society <http://www.nyhistory.org/education> and the New York Public Library <http://www.nypl.org> are two places that are fun to explore on line and in person.

Geography Bee: December 22nd
Spelling Bee: January 12th

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