

Helping Your Child Learn Outside of School - Kindergarten

1. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.
2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc.
3. Ask your child to think about what the message of a story may be or what he or she learned from an informational book or article.
4. Look for opportunities in everyday places to build your child's vocabulary.
5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading.
6. Use technology to help build your child's interest in reading. Computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

Helping Your Child Learn Outside of School – Grades 1-5

1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what he or she learned from reading. Have him or her read the most interesting or useful sections aloud, and discuss how that knowledge can be used in real life.
3. Assist your child in using references such as the Internet or a dictionary to look up unfamiliar words.
4. Keep track of the time that your child spends reading every day. Note what kind of reading materials he or she likes (books, magazines, newspaper articles, the Internet, etc.). Then look for additional materials that would encourage your child to read more.
5. Be sure your child has a library card. Children should select books they are interested in to develop a passion for reading.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

As students progress through grade levels, they will be asked more questions that require them to cite details or information from increasingly challenging texts. This will encourage them to become observant and analytical readers.

Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and organization of ideas.



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Parent Guide to the
Common Core State
Standards
For Elementary School
Students

An Overview of Common Core State Standards Instructional Targets for Elementary Students

Grade Level	Reading Literature	Reading Information	Writing
Kindergarten	<p>With help from the teacher, students retell stories, including key details.</p> <ul style="list-style-type: none"> • With help from the teacher, students name the author and illustrator of a story and define the role of each in telling the story. 	<ul style="list-style-type: none"> • With help from the teacher, students ask and answer questions about key details in a text. • With help from the teacher, students identify what person, place, thing, or idea a picture shows. 	<ul style="list-style-type: none"> • Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic.
First Grade	<ul style="list-style-type: none"> • Students retell stories, including key details, and show that they understand the lesson or moral of a story. • Students identify who is telling the story at various points in a text. 	<ul style="list-style-type: none"> • Students ask and answer questions about key details in a text. • Students use the illustrations and details in a text to describe key ideas. 	<ul style="list-style-type: none"> • Students name a topic and supply some facts about the topic. • Students provide some sense of closure.
Second Grade	<ul style="list-style-type: none"> • Students retell stories and determine their central message, lesson, or moral. • Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	<ul style="list-style-type: none"> • Students ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. • Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful. 	<ul style="list-style-type: none"> • Students introduce a topic and use facts and definitions to develop points. • Students provide a concluding statement or section.
Third Grade	<ul style="list-style-type: none"> • Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text. • Students distinguish their own point of view from that of the narrator or those of the characters. 	<ul style="list-style-type: none"> • Students ask and answer questions about what they read by referring directly to parts of the text. • Students use information gained from images or illustrations. 	<ul style="list-style-type: none"> • Students introduce a topic and use facts, definitions, and details to develop points. • Students provide a concluding statement or section. • Students group related information together. • Students use linking words and phrases to connect ideas, such as <i>also</i>, <i>another</i>, and <i>but</i>.
Fourth Grade	<ul style="list-style-type: none"> • Students determine the theme of a story, play, or poem from details in the text and summarize the text. • Students compare and contrast the point of view from which different stories are told, including the difference between first- and third-person accounts. 	<ul style="list-style-type: none"> • Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Students interpret information presented in charts, graphs, or other visual sources of information and explain how the information contributes to an understanding of the text. 	<ul style="list-style-type: none"> • Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section related to the information or explanation presented. • Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful. • Students link ideas within categories of information using words and phrases such as <i>another</i>, <i>for example</i>, <i>also</i>, and <i>because</i>. • Students use precise language and subject-specific vocabulary.
Fifth Grade	<ul style="list-style-type: none"> • Students determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic, and students summarize the text. • Students describe how a narrator's or speaker's point of view influences how events are described. 	<ul style="list-style-type: none"> • Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Students draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 	<ul style="list-style-type: none"> • Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section related to the information or explanation presented. • Students group related information logically and use formatting (such as headings), illustrations, and multimedia when useful. • Students link ideas within and across categories of information using words, phrases, and clauses (such as <i>in contrast</i> or <i>especially</i>). • Students use precise language and subject-specific vocabulary.