

NEWS BREAK

Article: **Parents still involved in kids' lives a win for both**

Section: **MAIN, A5**

Sunday's News Break selects an article from **Sunday, February 11, 2024** of The Seattle Times print replica for an in-depth reading of the news. Read the selected article and answer the attached study questions.

You are encouraged to modify this lesson to fit the needs of your students. For example, some teachers might use this as a take-home assignment and others might read and answer the questions in a small group or larger, class discussion.

****Please be sure to preview all NIE content before using it in your classroom to ensure it is appropriate for your students.***

Standards:

CCSS.ELA-Literacy.RI.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2

- Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Objectives:

Students will share their thoughts on their relationships with their parents/guardians. They will learn about recent research involving young adults and their parents, and how parenting into adulthood is often structured.

Pre-Reading Discussion:



- What do you think the article will be about, using this picture?
- Are there any clues? What can you infer?

Vocabulary Building:

Read this sentence, what do you think the highlighted words mean using *context clues*? A **context clue** is a word or words that are hints and refers to the sources of information outside of words that readers may use to predict the identities and meanings of unknown words.

The popular conception has been that this must be **detrimental** to children — with snowplow parents clearing obstacles and ending up with adult children who have failed to launch, still dependent upon them.

Detrimental Guess:

Detrimental Definition:

Comprehension Questions:

1. New surveys show that today's intensive parenting into adulthood has _____, not just risks, and most young adults seem happy with it, too.
2. American parenting has become more involved — requiring what?
3. But two new Pew Research Center surveys — of young adults 18 to 34 and of parents of children that age — tell a more nuanced story. Most parents are in fact highly involved in their grown children's lives. What were some examples the article shared?
4. Yet in many ways, their relationships seem _____ and _____.

5. _____ in 10 parents rate their relationships with their young adult children as good or excellent, and so do 8 in 10 young adults, and this is consistent across income.
6. Rather than feeling worried or disappointed about how things are going in their children's lives, 8 in 10 parents say they feel _____ and _____.
7. "These parents, who are _____ are more willing to say, 'Hey, this is good, I like these people, they're interesting, they're fun to be with,' " said Karen Fingerman, a professor at the University of Texas at Austin who studies adults' relationships with their families.
8. Young people say their mental health is suffering, and recent data shows they are much more likely to say this than those before them. Some researchers have sounded alarms that one driver of this is children's lack of what?
9. When baby boomers were growing up, there was a belief, rooted in the American ideal of self-sufficiency, that children should be independent after age _____.
10. Parents' involvement in young adults' lives began to grow in the _____s.

Discussion Questions (small/large groups), Journal Prompts or Essay Questions:

- ***What surprised (or stood out to) you in the article?***
- ***At first, I thought _____, but now I think _____?***
- ***What things did you already know from prior experience?***
- ***How would you define your relationship with your parents/guardian/older family members?***
- ***Do you regularly talk and text with them? Do you share your feelings? Do they help give advice?***

News Break is posted to the Web on Tuesday. Please share this NIE News Break program with other teachers. To sign-up for the print replica for your class, please [register online](#) or call 206/652-6290 or toll-free 1-888/775-2655.
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