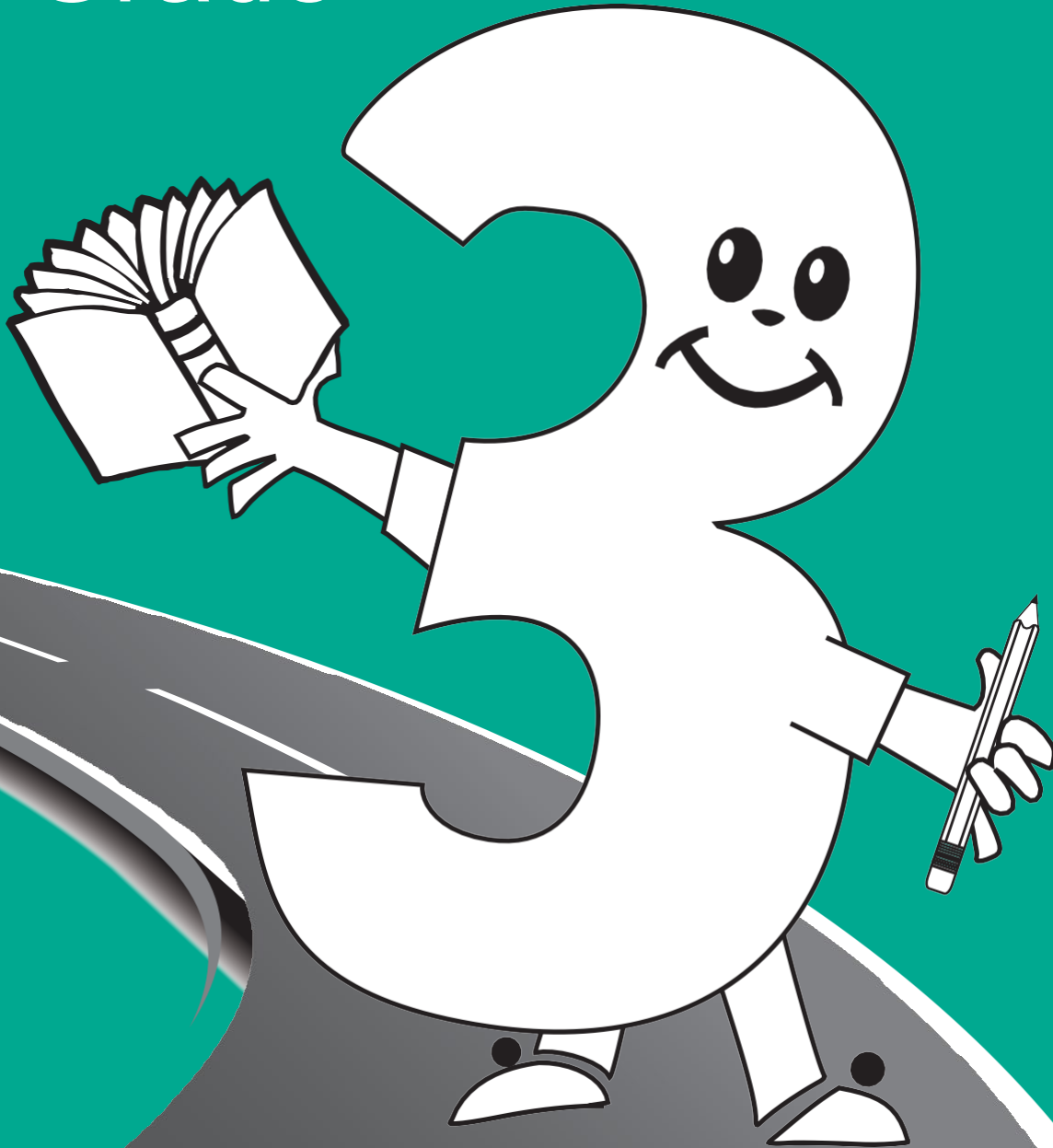


Grade



**Third Grade
Roadmap to Success**



Established 1915

BROWARD
County Public Schools



UNDERSTANDING AND USING THIS BROCHURE

The Third Grade Roadmap lists a sampling of essential skills and concepts which students will be expected to master this year in language arts, mathematics, science, social studies, social emotional learning, physical education, fine arts education, and technology. The rate at which these skills are mastered will vary from student to student, depending upon individual development and learning styles. Although skills and concepts are listed in separate subject areas, they are not taught in isolation. They are integrated throughout the curriculum using a wide variety of methods and technologies. Many concepts and skills are reinforced and expanded from one grade level to the next.

A Standards-Based Curriculum

Broward County Public Schools is dedicated to the implementation of a standards-based curriculum, requiring all students to master standards composed of concepts and skills which are critical to their school success; preparing them for graduation, post-secondary education, and employment. This brochure outlines what students should know and be able to do by the end of Third Grade..

Website Resources for Parents

BCPS Elementary Grade Level Information (K-2)

browardschools.com/Page/39958

Supporting Young Learners (Pre-K – 5th)

bit.ly/SupportingYoungLearners

Read-At-Home Plan

browardschools.com/Page/39958

BCPS Literacy Field Guide

bcps-literacyguide.com

Learning Never Closes

browardschools.com/Page/50590

ESOL Resources for Parents

browardschools.com/Page/38588

BCPS Information for Parents

browardschools.instructure.com/courses/411

browardschools.com/Page/34695

Florida Department of Education

fldoe.org/academics/standards/just-read-fl/parents.stm

floridastudents.org/

cpalms.org/Public/

fldoe.org/academics/standards/

Math Resources for Parents

floridastudents.org/

pbs.org/parents/learn-grow/all-ages/math

youcubed.org/

mathgoodies.com/parents

nea.org/home/59862.htm

Social and Emotional Parent Resources:

parenttoolkit.com

Florida Department of Education

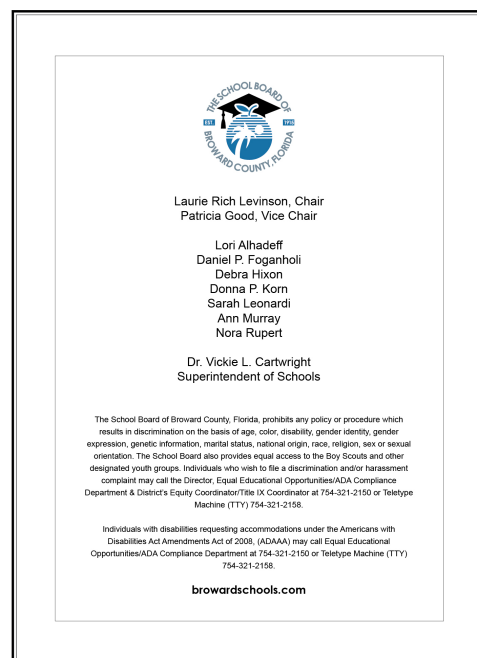
justreadflorida.com/parents.asp

Read Charlotte Home Reading Helper

homereadinghelper.org/

To learn more about policies related to your child's curriculum and instruction, please visit:

browardschools.com/domain/12441





LANGUAGE ARTS/LITERACY

Broward County Schools is committed to preparing all of our students for a 21st century world through high-quality instruction. The implementation of a rigorous and relevant ELA curriculum that embraces the six major common core shifts can provide students with the skills necessary to be successful in their college and careers. This year, your child's instruction will include a balance of informational and literary texts, a deep understanding of disciplines, and the use of academic vocabulary in speaking and writing. Your child will be expected to write from sources and support their answers with text-based evidence. Below you will find what your child will learn for each area of Language Arts.

The Third Grade Student:

In Foundational Skills,

- Uses knowledge of grade-level phonics and word-analysis skills to decode words
 - Decodes words with common Greek and Latin roots and affixes
 - Decodes words with common derivational suffixes and describes how they turn words into different parts of speech
 - Decodes multisyllabic words.
- Reads grade level texts with accuracy, automaticity, and appropriate prosody or expression

In Reading,

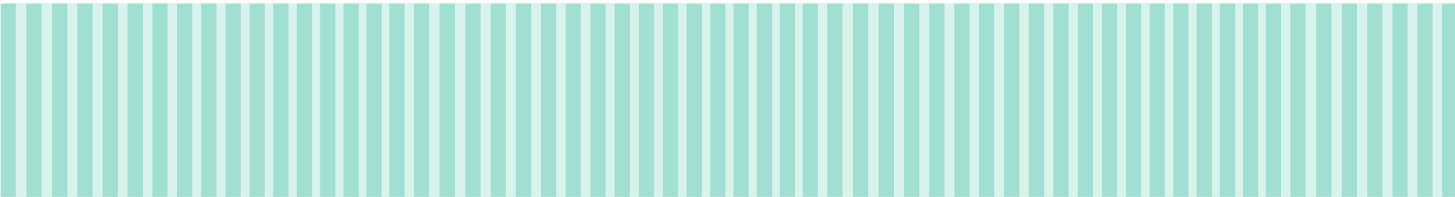
- Explains how one or more characters develop throughout the plot in a literary text
- Explains a theme and how it develops, using details, in a literary text
- Identifies types of poems: free verse, rhymed verse, haiku, and limerick
- Explains how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts
- Identifies the central idea and explains how relevant details support that idea in a text
- Explains the development of an author's purpose in an informational text
- Identifies an author's claim and explains how an author uses evidence to support the claim
- Identifies and explains metaphors, personification, and hyperbole in text(s)

- Summarizes a text to enhance comprehension
 - Includes plot and theme for a literary text
 - Uses the central idea and relevant details for an informational text.
- Compares and contrasts how two authors present information on the same topic or theme

In Communication (including Writing),

- Writes in cursive all upper- and lowercase letters
- Writes personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending
- Writes opinions about a topic or text, including reasons supported by details from one or more sources, using transitions, and providing a conclusion
- Writes expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion
- Improves writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers
- Presents information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation
- Follows the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level
- Conducts research to answer a question, organizing information about the topic from multiple sources.
- Uses two or more multimedia elements to enhance oral or written tasks
- Uses digital writing tools individually or collaboratively to plan, draft, and revise writing

In Vocabulary,

- Recognizes and appropriately uses grade-level academic vocabulary in speaking and writing
 - Identifies and applies knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content
 - Uses context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level
- 

SOCIAL STUDIES

Social Studies centers around understanding how the world works on a social level. Students in the elementary grades are taught how to interact with the community, society, and the world around them. Social Studies instruction includes fundamental concepts of history, culture, economics, and political skills to produce responsible and productive citizens, and allows your child to develop critical thinking, research, and writing skills. Below you will find what your child will learn within each domain.

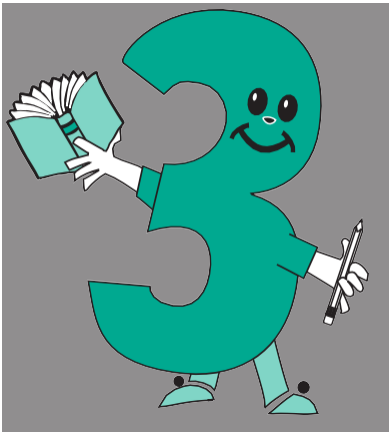
The Third Grade Student:

In History,

- Analyze primary and secondary sources
- Utilize technology resources to gather information from primary and secondary sources
- Define terms related to the social sciences

In Geography,

- Use thematic maps, tables, charts, graphs, and photos to analyze geographic information
- Review basic map elements
- Label the continents and oceans on a world map
- Name and identify the purpose of maps
- Compare maps and globes to develop an understanding of the concept of distortion
- Use maps to identify different types of scale to measure distances between two places
- Label the countries and commonwealths in North America
- Identify the five regions of the United States
- Label the states in each of the five regions of the United States



- Describe the physical features of the United States, Canada, Mexico, and the Caribbean
- Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean
- Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area
- Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean
- Describe the natural resources in the United States, Canada, Mexico, and the Caribbean
- Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean
- Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean
- Compare the cultural characteristics of diverse populations in the one of the five regions of the United States with Canada, Mexico, or the Caribbean
- Identify contributions from various ethnic groups to the United States

In Economics,

- Give examples of how scarcity results in trade
- List characteristics of money
- Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money
- Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean

In Civics and Government,

- Explain the purpose and need for government
- Describe how government gains its power from the people
- Explain how government was established through a written Constitution
- Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues
- Identify the levels of government
- Describe how government is organized at the local level
- Recognize that every state has a state constitution
- Recognize that the Constitution of the United States is the supreme law of the land



MATHEMATICS

Third grade marks a significant transition year for child's academic career. The third grade student will begin to grasp more abstract mathematical concepts by an increased focus on several critical areas:

- (1) adding and subtracting multi-digit whole numbers, including using a standard algorithm;
- (2) building an understanding of multiplication and division, the relationship between them and the connection to area of rectangles;
- (3) developing an understanding of fractions and
- (4) extending geometric reasoning to lines and attributes of quadrilaterals.

Below you will find some skills and processes your child will be expected to know and be able to do by the end of the school year.

The Third Grade Student:

- Interprets the products of whole numbers and whole-number quotients of whole numbers (groups of objects/equal shares)
- Uses multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities
- Determines the unknown whole number in a multiplication or division equation relating three whole numbers and understands division as an unknown factor problem
- Applies properties of operations such as the Commutative, Associative, and Distributive Properties as strategies to multiply and divide
- Multiplies and divides fluently within 100 using a variety of strategies
- Solves two-step word problems using the four operations represents these problems using equations with letters standing for the unknown quantity
- Identifies arithmetic patterns and explains them using properties of operations
- Uses place value to round whole numbers to the nearest 10 or 100
- Adds and subtracts fluently within 1000 using a variety of strategies and algorithms
- Multiplies one-digit whole numbers by multiples of 10 using strategies based on place value and properties of operations (range 10-90)
- Understands fractions as a whole number being partitioned into equal parts
- Understands fractions as numbers that can be represented on a number line
- Recognizes and generates simple equivalent fractions.
- Expresses whole numbers as fractions
- Compares two fractions with the same numerator or same denominator

- Tells and writes time to the nearest minute, measures time intervals in minutes, and solves word problems involving addition and subtraction of time intervals in minutes
- Measures and estimates liquid volume and masses of objects using standard units (g, kg, and l). Solves one-step word problems involving masses or volumes that are given in the same units
- Draws scaled picture graphs and bar graphs to represent a data set with several categories and solves one- and two-step word problems using information in the scaled graphs
- Generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch and shows the measurement by making a line plot
- Recognizes area as an attribute of plane figures and understands concepts of area measurement, relating area to the operations of multiplication and addition
- Measures area by counting unit squares
- Solves real world and mathematical problems involving perimeter of polygons
- Understands that shapes in different categories may share attributes and that the shared attributes can define a larger category (quadrilaterals)
- Partitions shapes into parts with equal areas

In the Practice of Mathematics:

In learning and understanding mathematics, students need to develop "habits of mind" so they can utilize math strategies, talk about the math they are learning and solve problems. These mathematical practices will help your student learn content and apply mathematics to real world situations.

The Third Grade Student:

- Makes sense of the math and does not give up if the problem is unfamiliar or difficult
- Uses words and numbers to make sense of mathematical problems
- Can explain how he/she solved a problem and actively listen and make sense of others' solutions
- Shows mathematical thinking using pictures, objects, drawings or symbols
- Chooses and uses mathematical tools to explore and understand mathematics
- Shares ideas and thinking using accurate math vocabulary and computations
- Identifies a pattern or structure in the number system or shapes
- Notices when calculations are repeated then finds more general methods and short cuts



SCIENCE

In our ever-changing world, understanding and internalizing scientific content is critical to success and achievement. Broward County Schools is committed to developing these vital skills through hands-on activities and high-quality instruction that is focused on the Scientific Big Ideas. These Big Ideas are grade specific; however, they flow through all grade levels and build in rigor as students matriculate through each grade. In third grade, your child's science instruction will include opportunities to interact with content associated with the following Big Ideas: the Practice of Science, the Role of Theories, Laws, Hypotheses and Models, Earth in Time and Space, Earth Structures, Properties of Matter, Changes in Matter, Forms of Energy, Energy Transfer and Transformations, motion, Organization and Development of Living Organisms, Diversity and Evolution of Living Organisms, and Interdependence. Below you will find what your child will learn for each Big Idea.

The Third Grade Student:

In The Practice of Science,

- Raises questions about the natural world, investigates them individually and in teams through free exploration and systematic investigations, and generates appropriate explanations based on those explorations
- Compares the observations made by different groups using the same tools and seeks reasons to explain the differences across groups
- Keeps records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted
- Recognizes the importance of communication among scientists
- Recognizes that scientists question, discuss, and check each other's evidence and explanations
- Infers based on observations
- Explains that empirical evidence is information, such as observations or measurements that is used to help validate explanations of natural phenomena

In The Role of Theories, Laws, Hypotheses, and Models,

- Recognizes that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence
- Recognizes that scientists use models to help understand and explain how things work
- Recognizes that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations

In Earth in Space and Time,

- Explains that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light
- Identifies the Sun as a star that emits energy; some of it in the form of light
- Recognizes that the Sun appears large and bright because it is the closest star to Earth
- Explores the Law of Gravity by demonstrating that gravity is a force that can be overcome
- Investigates that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye

In Earth Structures,

- Demonstrates that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost

In Properties of Matter,

- Measures and compares temperatures of various samples of solids and liquids
- Measures and compares the mass and volume of solids and liquids
- Compares materials and objects according to properties such as size, shape, color, texture, and hardness

In Changes in Matter,

- Describes the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation

In Forms of Energy,

- Identifies some basic forms of energy such as light, heat, sound, electrical, and mechanical
- Recognizes that energy has the ability to cause motion or create change
- Demonstrates that light travels in a straight line until it strikes an object or travels from one medium to another
- Demonstrates that light can be reflected, refracted, and absorbed

In Energy Transfer and Transformations,

- Investigates, observes, and explains that things that give off light often also give off heat
- Investigates, observes, and explains that heat is produced when one object rubs against another, such as rubbing one's hands together

In Organization and Development of Living Organisms,

- Describes structures in plants and their roles in food production, support, water and nutrient transport, and reproduction
- Investigates and describes how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity

In Diversity and Evolution of Living Organisms,

- Classifies animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors
- Classifies flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics

In Interdependence,

- Describes how animals and plants respond to changing seasons
- Recognizes that plants use energy from the Sun, air, and water to make their own food



FINE ARTS EDUCATION

Fine Arts education refers to education of the disciplines of music, dance, theater and visual arts. Education and student engagement in the fine arts plays an integral part of the school curriculum. The Next Generation Sunshine State Standards for fine arts education are organized by grade level for elementary grades. The following five bullets are the Big Ideas identified in arts education and provide an overview of what students should know and be able to do:

- **Critical Thinking and Reflection:** Critical and creative thinking, self-expression and communication with others are central to the arts.
- **Historical and Global Connections:** Through dance, music, theatre and visual arts, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
- **Innovations, Technology and the Future:** Works in dance, music, theatre, and visual arts are organized by elements and principles that guide creators, interpreters and responders
- **Organizational Structure:** Experiences in the arts foster understanding, acceptance and enrichment among individuals, groups and cultures from around the world and across time.
- **Skills, Techniques and Processes:** Experiences in arts foster understanding, acceptance and enrichment among individuals, groups and cultures from around the world and across time.

For more information regarding fine arts education can be found on cpalms.org



PHYSICAL EDUCATION

Broward County Public Schools elementary students receive 150 minutes of physical education each week as required by state statute. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided. Florida's physical education standards are organized around four strands. These strands carry throughout all grade levels and are centered around developing a physically literate individual. These strands include Movement Competency, Cognitive Abilities, Lifetime Fitness, and Responsible Behaviors and Values. For more information about the physical education standards, visit fldoe.org.



SOCIAL EMOTIONAL LEARNING

Broward County Public Schools strive to provide all students with a college and career ready education characterized by safe, caring and well-managed learning environments. Instruction in social and emotional skills will prepare them to be resilient and achieve individual success academically, interpersonally and throughout their lives. Social and Emotional Learning.

In the upper Elementary grades, students will:

- Describe a range of emotions and the situations that cause them, be able describe and demonstrate ways to express emotions in a socially acceptable manner.
- Describe personal skills and interests that one wants to develop.
- Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.
- Describe the steps in setting and working toward goal achievement and monitor progress on achieving the goal.
- Identify verbal, physical, and situational cues that indicate how others may feel, and be able to describe the expressed feelings and perspectives of others.
- Identify differences among and contributions of various social and cultural groups.
- Demonstrate how to work effectively with those who are difference from oneself.
- Describe approaches for making and keeping friends, and work effectively in groups
- Describe causes and consequences of conflicts and apply constructive approaches in resolving conflicts.
- Demonstrate the ability to respect the rights of self and others, describe how social norms affect decision making and behavior.
- Identify and apply steps of systematic decision making.
- Generate alternative solutions and evaluate their consequences for a range of academic and social situations.
- Identify and perform roles that contribute to the school community, and one's local community.



GIFTED EDUCATION

Each Broward County Public School must develop and implement a comprehensive plan to meet the needs of their gifted students. All BCPS universally screen all second grade students for gifted with the CogAT.

Services for gifted students are provided in the content areas depending on the students' needs. These services are not limited to the curriculum and learning environment. Curriculum differentiation is incorporated to provide flexibility in instruction. Strategies used may include:

- In depth study
- A high degree of complexity
- Advanced content
- Variety in content, process and/or product
- Acceleration of instruction

Teachers of Gifted students must be appropriately endorsed by the State of Florida or working towards endorsement. For additional information about the Gifted learner, please visit sbbc-gifted.com/.



TECHNOLOGY INTEGRATION

The integration of technology in education will prepare students for future college and career paths. Being fluent in technology is essential in order to be successful in a digital world. Broward County Public Schools uses the ISTE Student Standards (iste.org/standards/standards/for-students-2016). The standards are designed for use by educators across the curriculum, with every age student, with a goal of cultivating the following attributes throughout a student's academic career:

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

Broward County is a Microsoft district, and all students have accounts for Office 365, which gives them access to online applications such as OneDrive, Word, PowerPoint, Excel, and more. Students have the ability to download and install Office products (using an active student number) on up to five personal devices. This can be done from the Office 365 Broward home page after signing in. Students can access Office 365 from their Single Sign On account.

- [English](#)
- [Spanish](#)
- [Haitian-Creole](#)
- [Portuguese](#)

When signing in for the first time, students will need to answer three security questions, in case they ever need to retrieve their password. Parent assistance would be helpful. This Single Sign On portal gives students access to other resources, as well.



LEARNING NEVER CLOSSES

Broward County Public Schools (BCPS) is committed to supporting students and families in making sure that learning never closes. When the school buildings are closed for any reason (vacation, weekends, or even unexpected closures), BCPS encourages families and caregivers to have students engage in academic activities. As such, options to ensure that in Broward County, learning never closes, can be accessed at: browardschools.com/Page/50590.

ACTIVITIES TO PRACTICE WITH YOUR THIRD GRADER

Parents and caregivers play an integral role in their child's academic performance. Children thrive when parents are committed to actively participate in their child's education. Consistent parental involvement yields greater academic success, improved self-esteem, a positive attitude, and higher levels of intrinsic motivation. Below are some simple activities you can do with your child to support their love of learning at home.

English Language Arts	Social Studies	Math	Science
<ul style="list-style-type: none"> Read aloud to your child every night with excitement and emotion Have your child read to you. Talk with your child about the information in the books you are reading Frequently visit your local library and choose books together Keep good books, magazines and newspapers in the house. Make it easy, both for adults and children, to find something interesting to read. Have your child write frequently and praise your child's reading/writing skills Encourage your child to sound out and spell words when writing rather than telling them how to spell words Be a positive role model for reading by making sure your children see you read for at least 20-30 minutes a day. Remember, you're their primary role model. Tell your children stories. Hearing about your family history and your experiences will help your children develop an appreciation of language, storytelling and the past. Speak to your child with a large vocabulary to help your child learn new words Help your child extend their oral language by helping them think of words they could add to their sentences FLDOE, Reading Tips for Parents fldoe.org/core/fileparse.php/7539/urlt/Parent-Tips.pdf Limit TV viewing and monitor what your child watches. Studies show that excessive television viewing is directly linked to poor school performance. Inappropriate television programming can also adversely affect your child's behavior. FLDOE Parent Resources: Reading Like a Pro fldoe.org/academics/standards/just-read-fl/just-take-20/families/3-5/35-reading.stm 	<ul style="list-style-type: none"> Share with your child different cultural or ethnic celebrations in Mexico, Canada, the Caribbean and the United States Share with your child different maps and globes and measuring distances between to places. On a map, have your child locate Canada, Mexico, the Caribbean and the United States Help your child to identify natural and man-made landmarks in United States, Canada, and Mexico Discuss with your child different jobs that people hold in your community Work with your child to identify the different forms of money in America (coins and dollars), in Canada, Mexico and the Caribbean also Help your child to identify the levels of government in their community (city), Florida, and federally (U.S.) Make a list of what makes a good citizen with your child Share the Constitution of the United States with your child and discuss that it lists the laws of our country Discuss with your child the importance of have rules and laws 	<ul style="list-style-type: none"> Know that most problems can be solved multiple ways Help your child find alternative ways to solve problems Compare strategies and discuss similarities in solutions Help your child analyze wrong answers Ask students to explain their reasoning when solving When your child asks for help, provide guidance, not answers Practice using mental math with your child Use computer or smart phone apps to practice math facts while in your car Praise your child for working through a challenging problem Have your child explain the mathematics task/problem to you step-by-step Model problem solving by thinking aloud as you work through a problem Find ways to practice number sense using all 4 operations Identify angles and shapes in everyday objects. When using measurements, convert measurement to a larger unit Use environmental objects to get your child to think about mathematics (speed/highway signs, grocery stores, menus, license plates, cooking/baking etc.) 	<ul style="list-style-type: none"> Model curiosity Encourage your child to ask questions Ask your child to make observations that focus on their senses Encourage your child to record their observations Explore and find answers together Give your child time and space to explore Use items you have at home to conduct experiments

Critical Thinking Questions to Ask Your Child While Reading

<ul style="list-style-type: none"> What do you think about what was written/said? Explain why using evidence. Would you agree or disagree with this? What made you feel this way? Does this problem feel familiar? Why? What could you add to improve the solution that was given? Explain a different way to solve the problem and convince us that your way is the best way. What makes this problem something you can solve? How would you translate this information into a visual form? What patterns did you find that led you to the answer? How does this relate to you / your daily life? Be specific. How does this relate to things going on in the world (current events)? 	<ul style="list-style-type: none"> How did any of the characters or events remind you of yourself? Why? If you were this character, how would the story change? What do you think the author is trying to accomplish with this story? How did the character's actions affect you? Explain. Which of the ideas shared make the most sense and why? How would the story change if it was told from another character's view? Would you change the end of the story and why? What evidence or data is given that help make the this easier to understand? Which set of data or information (evidence) is most relevant or important to your decision? What's the purpose for this experiment or argument?
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TIPS TO SUPPORT YOUR CHILD'S LEARNING AND SUCCESS

Homework	Struggling Learners	Staying Engaged	Teacher Conferences
<ul style="list-style-type: none"> Set a specific time and place for homework Provide a quiet well-lit place for homework Remove any possible distractions Stay positive about homework Stay informed and in communication with teacher When your child asks for help, provide guidance, not answers Provide necessary supplies and identify resources Communicate with teachers regarding homework (challenges and successes) Reward progress with homework Monitor homework progress, but let your child work independently 	<ul style="list-style-type: none"> Focus on your child's strengths while working to improve their weaknesses Be positive and supportive Model how to struggle with a task and eventually succeed Expose your child to reading material that is interesting to them Make sure your child has opportunities to excel at non-academic activities Limit electronics, especially during homework time 	<ul style="list-style-type: none"> Attend Back-to-School Night and Parent-Teacher Conferences Know the names of your child's teachers and friends Visit the school and its website Support homework expectations Send your child to school ready to learn Teach organizational skills Teach study skills Get involved Know the disciplinary policies Take attendance seriously Tuck a supportive note into your child's backpack each morning Make time to talk to your child about school (Academics, Social, Homework etc.) <p>Sample questions:</p> <ul style="list-style-type: none"> What was the best thing that happened at school today? What was something that was challenging at school today? Can you show me or describe something that you learned today? What could you have done to make your day at school even better? 	<ul style="list-style-type: none"> Arrive on time Be prepared Talk to your child about the conference before you attend Determine the best way to keep in touch with the teacher Ask specific questions <p>Sample questions:</p> <ul style="list-style-type: none"> Is my child working up to his/her ability? How will you evaluate my child's progress? What can I do at home to support my child? What is the class/school discipline policy? What is your homework policy? What resources are available to assist with homework? What are my child's strengths, weaknesses, and learning style? What questions would you recommend that I ask my child about your class each day?



PARENT TIPS FOR ENGLISH LANGUAGE LEARNERS:

Many students in our school came from homes where languages other than English are spoken. Parents are important partners with schools in the education of these youngsters. Below we have provided what to expect as your child acquires a second language as well as ideas on how to help in this process.

What to Expect:

- Your child will learn a second language differently from the way he/she learned the first language
- Competence in the first language makes acquiring a second language easier
- Oral language such as that used in social communication is often learned within the first two years of exposure to a second language
- It could take 5 to 7 years or longer for your child to acquire the language proficiency needed to be successful with tasks involving abstract reasoning and thinking in the second language
- Your child may experience some difficulty with grade level academic work in English as he or she is in the process of acquiring English as a second language
- Norms, expectations, school routines and rules differ from culture to culture, and your child may require a period of adjustment. Therefore, your child will benefit from your guidance and reassurance
- Your child may show signs of frustration and behavior changes while adjusting to a new language and culture
- Motivation to learn makes acquiring a second language easier
- Children learning a second language may exhibit a silent period where they listen but are less likely to speak
- Student's English proficiency levels can vary in listening, speaking, reading, and writing language skills. For example, some students may have stronger listening and speaking skills than reading and writing skills
- Younger children do not acquire a second language faster and easier than adults or older children, but they are less likely to have an accent
- Younger children may have more difficulty acquiring a second language because of limited experiences in the first language. Children who learn two languages simultaneously from birth may have an easier time becoming proficient in both languages

What You Can Do:

- Continue to speak to your child in your native language. Remember a strong first language enhances second language acquisition and being bilingual is an asset
- Provide a positive and supportive environment for your child to develop a healthy self-concept. Praise your child for his/her efforts in school
- Encourage your child to share his/her school experiences with you on a daily basis
- Expose your child to many community activities to increase general knowledge and vocabulary. Outings such as trips to the beach and to the park can be great topics of conversation. Check your local newspaper for available activities
- Allow your child to watch appropriate educational TV programs and videos to enhance skills such as counting, letter recognition, colors and vocabulary. For older children, educational programs may help develop greater general knowledge and academic skills
- Read and/or tell stories to your child in your native language. Encourage discussion of stories
- Encourage your child to ask questions about what he/she is reading; such as "who", "what", "where", "when", "why", and "how."
- Ask your child's teacher for a list of high-frequency words and have your child learn them
- Volunteer to share relevant background information with school personnel such as developmental, medical and educational history
- Advise school personnel of any changes at home, which may affect your child's functioning. Contact the school if you have questions or concerns about your child's progress or behavior
- Get involved in the educational process of your child by scheduling conferences with teachers. An interpreter may be requested. Showing a genuine interest in your child's school experience will increase motivation and help prevent behavior problems
- Get involved in school activities. For example, ask your school about opportunities to volunteer, attend evening activities, or share your cultural heritage with your child's class
- Check out books from the school or public library at your child's independent reading level for your child to read at home. Books may be available in different languages



EXCEPTIONAL STUDENT LEARNING SUPPORT:

All children, including those with disabilities, can succeed in school and become productive adults. This section includes information and resources that are important for parents of students who have special learning needs and require specially designed instruction and/or related services, referred to as Exceptional Student Education (ESE). The purpose of ESE is to help each student with a disability progress in school and prepare for college, career and life readiness.

A Parent's Introduction to Exceptional Student Education in Florida

fldoe.org/ease/pdf/ESEParent.pdf

504 – A Parent and Teacher Guide to Section 504

Frequently Asked Questions - A short guide to Section 504 with the most frequently asked questions.

fldoe.org/core/fileparse.php/7690/urlt/0070055-504bro.pdf

Accommodations: Assisting Students with Disabilities Guide

A brief explanation of the process the IEP team should follow to determine which accommodations a student with a disability may need.

fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf

Developing Individual Education Plan: A Guide for Instructional Personnel and Families

If you are representing a student with a disability, this guide will help you know what to expect during the IEP meeting so that you will feel more comfortable and be able to participate effectively in the process.

fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf

Parent Involvement: Exceptional Student Education in Florida

Learn more about being an involved parent by gaining knowledge of the process, this includes a glossary of terms and development milestones so you can be an informed parent.

forparents.florida-ese.org

Procedural Safeguards

As a parent, you are entitled to information about your rights under the Individuals with Disabilities Education Act (IDEA). These rights, or procedural safeguards, are intended to ensure that you have the opportunity to be a partner in the educational decisions made regarding your child. Available in 11 languages.

fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/#p

Early Childhood Technical Assistance Center (ECTA)

ECTA is designed this to help families understand their rights under the Individuals with Disabilities Education Act (IDEA), connect with other families, and find high-quality resources related to caring for infants, toddlers and young children with disabilities. ECTA Center relies on families to share their views and help us make sure our work and our products are useful to them and reflect their needs and perspectives.

ectacenter.org/families

Active Parenting Online Video Library: Enhance Your Parenting Skills from The Comfort of Your Home

Active Parenting Now Online Video Library (OLV).

vimeopro.com/activeparenting/broward-county **Password BCS121114**

Disability History and Awareness Weeks

During the first two weeks of October schools promote awareness of disability history and contributions of individuals with disabilities. Schools are provided with resources to support instructional activities in recognition of this celebration. Information and resources are available, including a bibliography of disability-related children's books, on the website at browardschools.com/esls.

Facilitated Individual Educational Plan (FIEP) Vignettes for Parents

The Bureau of Exceptional Education and Student Services (BEESS) is proud to provide a series of short vignettes to help parents understand the benefits of using the FIEP process to enhance collaboration with IEP teams when communication is not working well. Currently these vignettes are closed captioned in English. To view the vignettes, go to: youtu.be/C-bFi_zUuuA.

Family Cafe

The Family Cafe provides information, networking opportunities, and an annual conference for individuals with disabilities and their families. For information on useful web sites, go to: familycafe.net/

Florida Diagnostic & Learning Resources System (FDLRS) Media Center

Free educational resources available on loan for parents, all in one location. Feel free to make an appointment to preview all parent materials at Wingate Oaks Center, 1211 NW 33rd Terrace, Room 405, Lauderhill, FL 33311.

Phone: 754-321-3428

browardschools.com/Page/41040

Family Network on Disabilities (FND) Online Tutorials

Take advantage of web-based workshop (24 hours per day/7 days per week) on your own computer from the comfort of your own home. Go to the FND of Florida website www.fndfl.org/Tutorials.asp. Viewing each workshop takes about 30 minutes. There are 29 tutorials including a variety of topics. The Family Network on Disabilities (FND) of Broward County may be reached at (754) 321-1705 or fndbroward@hotmail.com.

Special Ed Connection®

Special Ed Connection® is a web-based resource that parents can use to gain an understanding of what special education is and how it works, as their child enters, progresses through and exits the world of special education requirements. From legal rights to practical application and from student referrals to IEPs, Special Ed Connection® explains specific procedures and provides real-world application strategies so parents can learn the complexities surrounding special education supports and services. To sign up for this FREE resource, contact the Florida Diagnostic & Learning Resources System (FDLRS) at 754.321.3400.

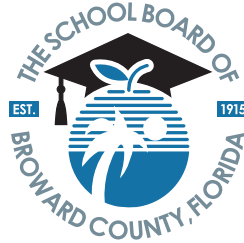
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Special Olympics Florida

Special Olympics transforms lives through the joy of sport, every day, everywhere. It is the world's largest sports organization for people with intellectual disabilities with over 6 million athletes and Unified partners in 174 countries. specialolympicsflorida.org/



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The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

browardschools.com