Grade

Fifth Grade
Roadmap to Success

UNDERSTANDING AND USING THE ROADMAP

The Fifth 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

The School Board of Broward County 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 Fifth 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.s
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 Fifth Grade Student:

In Foundational Skills,

- Reads grade-level texts fluently with accuracy, automaticity, and appropriate prosody or expression
- Decodes (reads) and writes unfamiliar single-syllable and multi-syllabic words in and out of context
- Applies knowledge of all letter-sound correspondences, syllabication patterns (i.e., "en-ter-tain"), and morphology ("enter-tain") to read and write unfamiliar words
- Decodes (reads) words using grade-appropriate phonics and word-analysis skills

In Reading,

- Analyzes how setting, events, conflict, and characterization contribute to the plot in a literary text.
- Explains the development of stated or implied theme(s) in literary texts
- Describes how an author develops a character's perspective (a particular attitude toward or way of regarding something) in a literary text
- Explains how figurative language (e.g., metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom) and other poetic elements (e.g., form, rhyme, meter, line breaks, and imagery) work together in a poem
- Explains how text structures (description, problem/solution, chronology, compare/contrast, cause/effect, sequence) and/or features (e.g., annotation, appendix, caption, chart, footnote, glossary, graph,

heading, illustration, photograph, table of contents, title) contribute to the overall meaning of texts
- Explains how relevant details support an implied or explicit central idea
- Analyzes an author's purpose and/or perspective in an informational text
- Tracks the development of an argument.
- Identifies the specific claim(s), evidence, and reasoning of an argument
- Summarizes a text, including plot and theme in literary texts; or the central idea and relevant details in informational texts, to enhance comprehension
- Compares and contrasts primary and secondary sources related to the same topic

In Communication (including Writing),

- Demonstrates fluent and legible cursive writing skills
- Writes personal or fictional narratives using a logical sequence of events
- Writes to make a claim supporting a perspective with logical reasons
- Writes expository texts about a topic
- Uses evidence from multiple sources in writing
- Uses effective and relevant elaborative techniques in writing (i.e., dialogue, descriptions, example, definition, quote, anecdote, explanation)
- Includes an organizational structure with transitions in writing
- Uses a variety of transitional words and phrases
- Conducts research to answer a question using multiple reliable and valid sources
- Identifies trustworthy and untrustworthy sources
- Identifies relevant and irrelevant information to include in research
- Organizes information about the research topic logically
- With guidance and support from adults and feedback from peers, improves writing by planning, revising, and editing.
- Presents information orally in a logical sequence
- Uses nonverbal cues (e.g., posture, tone, expressive delivery, focus on the audience, and facial expression), appropriate volume, clear pronunciation, and appropriate pacing when presenting information orally

- Uses principal modals to indicate the mood of a verb (e.g., can, could, may, might, must, ought, shall, should, will, and would)
- Uses appositives, main clauses, and subordinate clauses
- Recognizes and corrects inappropriate shifts in tense (past tense, present tense, future tense) and number
- Uses conjunctions correctly to join words and phrases in sentences
- Uses verbals including gerunds (words formed with verbs but act as nouns), infinitives (i.e., to have, to hold, to plan), and participial phrases (words based off of a verb that express a state of being)
- Uses comparative and superlative forms of adjectives
- Uses pronouns correctly with regard to case, number and person
- Corrects vague pronoun references
- Varies sentence structure in writing
- Arranges multimedia elements (i.e., drawings, pictures, artifacts, audio, or digital representations) to create emphasis in oral or written tasks
- Smoothly integrates multimedia elements in oral and/or written tasks, that directly relate to the task and emphasize a point made within the task (i.e., showing examples or data)
- Uses more than one multimedia element in oral and/or written tasks (i.e., two pictures, one picture and one audio recording, etc.)
- 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
- Applies knowledge of common Greek and Latin roots and affixes to determine the meaning of unfamiliar words in grade-level content
- Recognizes the connection between affixes and parts of speech
- Determines the meaning of multiple-meaning and unknown words and phrases using context clues (e.g., definition, synonym, antonym, example, inference), figurative language, word relationships (e.g., synonyms, antonyms, homonyms, homophones), reference materials, and/or background knowledge

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 Fifth Grade Student:

In History,
- Use primary and secondary sources to understand history
- Utilize timelines to identify and discuss American History time periods
- Know and understand pre-Columbian North America
- Know and understand exploration and settlement of North America
- Know and understand colonization of North America
- Know and understand American Revolution and birth of a new nation
- Know and understand growth and Westward Expansion

In Geography,
- Interpret current and historical information using a variety of geographic tools
- Use latitude and longitude to locate places
- Identify major United States physical features on a map of North America
- Construct maps, charts, and graphs to display geographic information
- Identify and locate the original thirteen colonies on a map of North America
- Locate and identify states, capitals, and United States Territories on a map
- Describe the push-pull factors that influenced boundary changes within the United States
- Describe the impact that past natural events have had on human and physical environments in the United States through 1850
- Use geographic knowledge and skills when discussing current events
- Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems

In Economics,
- Identify how trade promoted economic growth in North America from pre-Columbian times to 1850
- Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics
- Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States
- Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists

In Civics and Government,
- Explain how and why the United States government was created
- Define a constitution, and discuss its purposes
- Explain the definition and origin of rights
- Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses
- Describe how concerns about individual rights led to inclusion of the Bill of Rights in the U.S. Constitution
- Compare Federalist and Anti-Federalist views of government
- Differentiate political ideas of Patriot, Loyalist, and "undecided" during the American Revolution
- Compare forms of political participation in the colonial period to today
- Analyze how the Constitution has expanded voting rights from our nation's early history to today
- Evaluate the importance of civic responsibilities in American democracy
- Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society
- Describe the organizational structure and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution
- Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights
- Give examples of powers granted to the federal government and those reserved for the states
- Describe the amendment process as defined in Article V of the Constitution and give examples
- Identify the fundamental rights of all citizens as enumerated in the Bill of Rights
- Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and setting conflicts

MATHEMATICS

Fifth grade marks an integral milestone in your child's academic career. The fifth grade student will begin to grasp more abstract mathematical concepts by an increased focus on five critical areas:

(1) multiplying and dividing multi-digit whole numbers, including using a standard algorithm;
(2) adding and subtracting fractions and decimals with procedural fluency, developing an understanding of multiplication and division of fractions and decimals;
(3) developing an understanding of the coordinate plane and plotting pairs of numbers in the first quadrant;
(4) extending geometric reasoning to include volume and
(5) extending understanding of data to include the mean.

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 Fifth Grade Student:

- Use grouping symbols such as parenthesis, brackets, and braces in numerical expressions and evaluates expressions with these symbols
- Writes and interprets simple numerical expressions without evaluating
- Generates two numerical patterns using two given rules and identifies relationships between corresponding terms to form ordered pairs
- Understands the comparative value of each digit in multi-digit numbers
- Understands and explains multiplying and dividing by powers of 10
- Reads, writes, and compares decimals to thousandths using number form, word form, and expanded form
- Uses place value understanding to round decimals to a given place
- Multiplies multi-digit whole numbers fluently using the standard algorithm
- Divides multi-digit whole numbers using a variety of strategies
- Adds, subtracts, multiplies, and divides decimals to hundredths, using models, drawings, and a variety of other strategies
- Adds and subtracts fractions with unlike denominators (including mixed numbers) using equivalent fractions
- Solves word problems for addition and subtraction of fractions using various strategies
- Interprets a fraction as division of the numerator by the denominator and solves word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers
- Multiplies a fraction or whole number by a fraction and solves word problems involving multiplication of fractions and mixed numbers

- Interprets multiplication as scaling or resizing when multiplying a given number by a fraction greater than 1 or less than 1
- Divides unit fractions by whole numbers and whole numbers by unit fractions
- Converts among different-sized standard measurement units within a given measurement system (km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec) and solves multi-step real-world problems using these conversions
- Makes a line plot to display a data set of measurements in fractions of a unit (1/2, ¼, 1/8) and uses operations with these fractions to solve problems using information from the line plot
- Recognizes volume as an attribute of solid figures and measures volume by counting unit cubes (cubic cm, cubic in, cubic ft, etc.)
- Finds volume of rectangular prisms using a variety of methods
- Graphs ordered pairs on the coordinate plane (first quadrant only) to solve real-world and mathematical problems
- Classifies two-dimensional figures into categories based on their properties
- Identifies the mean, median, mode, and range of a given set of data

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 Fifth 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 listens and makes 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

Big Ideas are grade specific; however, they flow through all grade levels and build in rigor as students matriculate through each grade. In fifth grade, your child's science instruction will include opportunities to interact with content associated with the following Big Ideas: The Practice of Science, The Characteristics of Scientific Knowledge, Earth in Space and Time, Earth Systems and Patterns, Properties of Matter, Changes in Matter, Forms of Energy, Energy Transfers and Transformations, Forces and Changes in Motion, and the 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 Fifth Grade Student:

In The Practice of Science,
- Defines a problem, uses appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions
- Explains the difference between an experiment and other types of scientific investigation
- Recognizes and explains the need for repeated experiment trials
- Identifies a control group and explains its importance in an experiment.
- Recognizes and explains that authentic scientific investigation frequently does not parallel the steps of "the scientific method"
- Recognizes and explains the difference between personal opinion/ interpretation and verified observation

In The Characteristics of Scientific Knowledge,
- Recognizes and explains that science is grounded in empirical observations that are testable, and that explanation must always be linked with evidence
- Recognizes and explains that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others

In Earth in Space and Time,
- Recognizes that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identifies our home galaxy as the Milky Way
- Recognizes the major common characteristics of all planets and compare/contrast the properties of inner and outer planets
- Distinguishes among the following objects of the Solar System – Sun, planets, moons, asteroids, comets – and identify Earth's position in it

In Earth Systems and Patterns,
- Creates a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another
- Recognizes that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes
- Recognizes how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time
- Distinguishes among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time
- Recognizes that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains
- Describes characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water
- Designs a family preparedness plan for natural disasters and identifies the reasons for having such a plan

In Properties of Matter,
- Compares and contrasts the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature
- Investigates and identifies materials that will dissolve in water and those that will not and identifies the conditions that will speed up or slow down the dissolving process
- Demonstrates and explains that the mixtures of solids can be separated based on observable properties of their parts such as particle size, shape, color, and magnetic attraction
- Explores the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification

In Changes in Matter,
- Investigates and describes that many physical and chemical changes are affected by temperature

In Forms of Energy,
- Investigates and describes some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical
- Investigates and explains that energy has the ability to cause motion or create change
- Investigates and explains that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects
- Investigates and explains that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion

In Energy Transfer and Transformations,
- Investigates and illustrates the fact that the flow of electricity requires a closed circuit (a complete loop)
- Identifies and classifies materials that conduct electricity and materials that do not

In Forces and Changes in Motion,
- Identifies familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects
- Investigates and describes that the greater the force applied to it, the greater the change in motion of a given object
- Investigates and describes that the more mass an object has, the less effect a given force will have on the object's motion
- Investigates and explains that when a force is applied to an object, but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced

In Organization and Development of Living Organisms,
- Identifies the organs in the human body and describes their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs
- Compares and contrasts the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support – some with internal skeletons others with exoskeletons – while some plants have stems for support

In Diversity and Evolution of Living Organisms,
- Describes how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations

in Interdependence,
- Compares and contrasts adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics

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.

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.

GIFTED EDUCATION

Each Broward County Public School must develop and implement a comprehensive plan to meet the needs of their gifted students. BCPS universally screens 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 (http://www.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. Directions for access can be found here:

- 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 CLOSES

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 FIFTH GRADER

Parents 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
• 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.stml	• 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	• 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.)	• 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	
• 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)?	• 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?

TIPS TO SUPPORT YOUR CHILD'S LEARNING AND SUCCESS

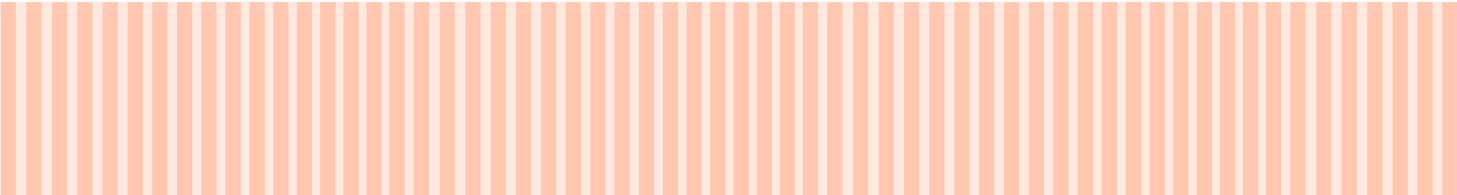| Homework	Struggling Learners	Staying Engaged	Teacher Conferences

• 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
	• 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
		• 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.)
		Sample questions:
		  o What was the best thing that happened at school today?
		  o What was something that was challenging at school today?
		  o Can you show me or describe something that you learned today?
		  o What could you have done to make your day at school even better?
			• 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
			Sample questions:
			• *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 then 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/ese/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

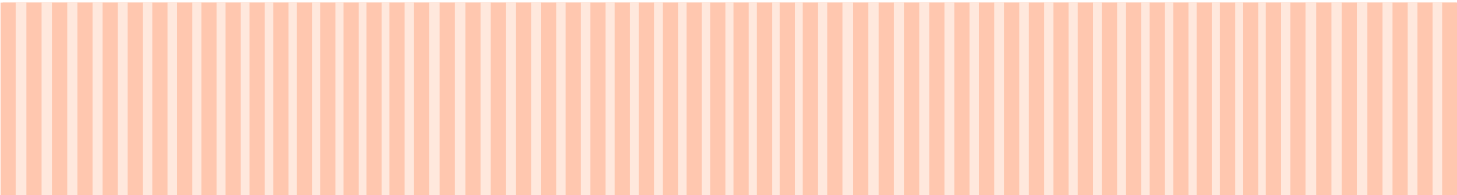**Early Childhood Technical Assistance Center (ECTA)**
ECTA is designed this to help families understand their rights under the Individuals with Disabilities Education Act (IDEA), connect with other families, and find high-quality resources related to caring for infants, toddlers and young children with 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
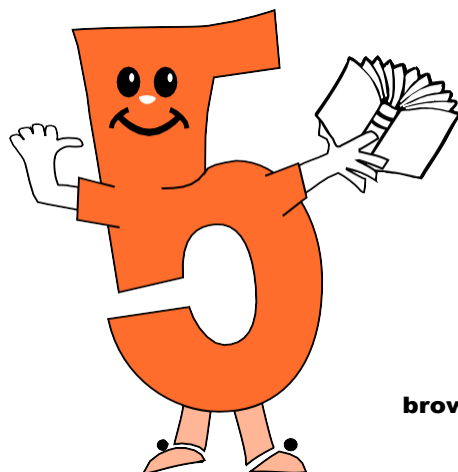or fndbroward@hotmail.com.

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.
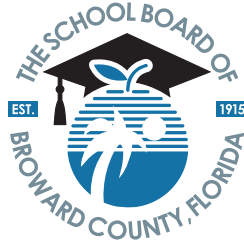browardschools.com/Page/41040

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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