

# Learning Guide for Families

A summary of what children should know  
and be able to do and ways for families  
to increase learning at home.



## About these learning guides:

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*This learning guide represents some of the most essential things your child should know and be able to do by the END of the school year in English Language Arts (ELA) and Math. Learning goals help families and teachers know when students may need extra support and when they need to be challenged even more.*

## What can families do?

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There is a lot you can do to support your child's learning and help prepare them for their future. Here are a few things that will help students learn:

1. Let your child know that education is important to you. Tell them education matters, that it's the foundation for success.
2. Make school a priority, get your child to school on time every day.
3. Work cooperatively with the school and demonstrate respect for teachers and staff.
4. Encourage independence, allow your children to make mistakes and accept responsibility for their choices.
5. Talk to your child about what is happening in school.
6. Talk to your child's teacher to make sure your child is making progress throughout the year.
7. Attend parent-teacher conferences and other school events whenever possible.
8. You have a right to know how your child is doing, don't hesitate to contact their teacher if you have questions.

## Talking with your Child's Teacher

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It's important to talk with your child's teacher and school regularly about your student's progress toward learning goals. Here are some questions or topics you may want to discuss:

- Review this learning guide and ask where your student is strong and where they need improvement.
- In addition to the learning goals in this guide, are there other goals your child is expected to master?
- Ask to see examples of your student's work and how they meet or do not meet learning goals.
- Ask how your child's progress is measured throughout the year.
- Ask if your child is on track to meet grade-level learning goals. If not, what supports will the school offer? What can you do at home?
- Ask if your child is at or above learning expectations. If so, what else does the school offer? What can I do at home?

## Talking with your Child

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“How was school today?”

“Fine.”

“What did you do?”

“Nothing”

**Does this sound familiar?** That’s okay, keep asking! Students whose parents talk with them about school do better in school. Here are some ways you can engage with your child and support their success:

- Make time to talk with your child about school every day.
- Ask your child to tell you one thing they learned today. What does your child think is most interesting? What seems hard?
- Review papers and projects your child brings home from school. Ask your child to tell you what learning it demonstrates.
- Praise your child for hard work and effort, not just “right answers”.
- Ask questions about what your child is thinking: How do you know that? What do you think? What do you notice? Why did you do it that way? Is there another way to find that answer?

## Supporting Learning Away from School

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Learning doesn’t have to stop when students leave school. Students spend more time out of school than in school. Here are some ways you can support learning outside of school:

- Read to your child, read with your child, and encourage family reading time—in the language you are most comfortable.
- Set up a quiet and comfortable place for your student to do homework or other learning activities.
- Try to establish a regular schedule for doing homework or other learning activities.
- Use this guide to focus on a few learning goals, try some of the suggestions for learning at home.



## What your student should know and be able to do in English Language Arts (ELA)

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### Language

- Give oral presentations to different audiences for various purposes, such as to critique a book or to support an issue important to him/her. Including make changes to fit the audience and the purpose of the presentation. Use language for dramatic effect.
- Give a summary of information and ideas learned from a discussion. *For example – students discuss the social and political contexts of Martin Luther King Jr. on civil disobedience and summarize what they have learned from the discussion.*

### Reading and Literature

- Explain the difference between a theme, which is a statement of a central idea or concept in a work of fiction, and the author's purpose in a nonfiction text.
- Identify and analyze the characteristics of different literary genres, such as poems, biographies, and plays. Compare similar works in different genres such as *Anne Frank: Diary of a Young Girl* and the play based on that book, and discuss how each genre helped the author accomplish a purpose.
- Analyze and evaluate similar themes in a variety of literary works. Explain the difference between theme and topic.

### Writing

- Write stories and scripts with well-developed characters, settings, and dialogue; clear conflicts and resolutions; and enough descriptive detail.





## What your student should know and be able to do in Math

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- ❑ Explore strategies for estimating square roots and develop an understanding of irrational numbers such as  $\pi$  which cannot be written as a fraction.
- ❑ Use the distributive property ( $2 \times [1 + 3] = [2 \times 1] + [2 \times 3]$ ) and commutative property ( $2 + 3 = 3 + 2$ ) to show equations are equivalent.
- ❑ Expand understanding of functions and how they are modeled in equations, graphs, and tables and used in different contexts.
- ❑ Explore exponential relationships, in which a quantity grows at an increasing rate rather than at a constant rate. *For example – in the number sequence 2, 4, 8, 16, 32, 64 each new number is two times the previous number.*
- ❑ Work with equations for lines and curves. Understand how systems of equations and inequalities can help solve problems.
- ❑ Explore and apply the Pythagorean Theorem to find the length of the hypotenuse of a right triangle.
- ❑ Develop strategies for finding the areas of squares drawn on grids.
- ❑ Find the lengths of various line segments.
- ❑ Develop strategies for collecting and analyzing data.
- ❑ Recognize relationships among data and draw conclusions from the data to address the original key questions.







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