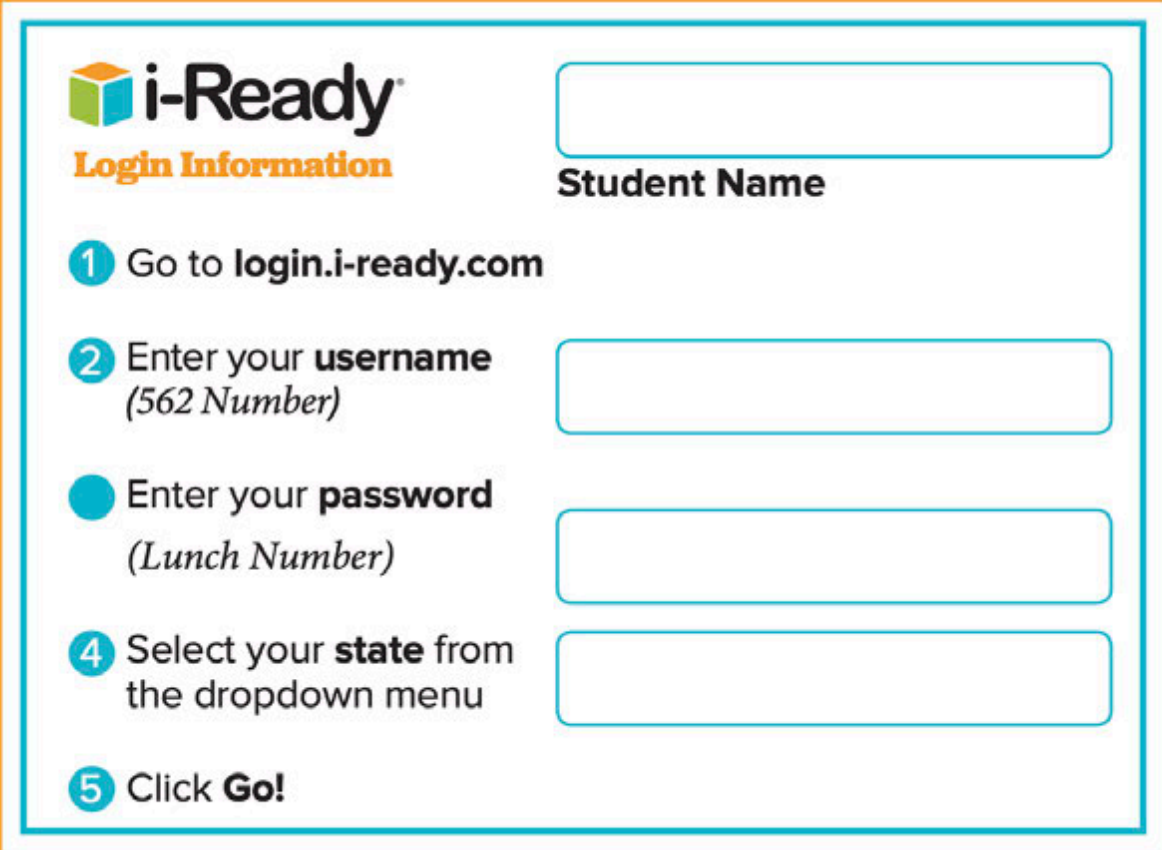


Directions:

1. Access the September video through one of the following ways:
 - Palm Pointe's Website (www.tradition.fau.edu)
 - Palm Pointe Educational Research School's YouTube Channel
 - The link sent by your child's teacher
2. Reference this packet of information while watching the video, including this i-Ready login card.
3. Complete a Forms survey to ask questions, provide feedback, and share ideas for future installments. Use this QR code to complete the survey online by October 8th:



Palm Pointe's Classroom Companion Session 1 Premiere: September 29, 2021



The image shows a login card for i-Ready. It has a blue border and a white background. The i-Ready logo is at the top left. Below it, the text 'Login Information' is written in orange. To the right of the logo is a text input field labeled 'Student Name'. Below the logo, there are five numbered steps: 1. Go to login.i-ready.com, 2. Enter your username (562 Number), 3. Enter your password (Lunch Number), 4. Select your state from the dropdown menu, and 5. Click Go!. Each step has a corresponding input field to its right.

i-Ready
Login Information

Student Name

- 1 Go to **login.i-ready.com**
- 2 Enter your **username**
(562 Number)
- 3 Enter your **password**
(Lunch Number)
- 4 Select your **state** from
the dropdown menu
- 5 Click **Go!**



THE FLORIDA BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

Parent Guide for Kindergarten English Language Arts

PREPARING FLORIDA'S CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that ALL students reach their greatest potential.

THESE STANDARDS EMPHASIZE:

- Explicit and systematic phonics instruction
- Critical thinking skills
- A deep respect for literature from historic time periods
- Knowledge building through content-rich texts

Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in Kindergarten by helping you:

LEARN

about the B.E.S.T. Standards and why they matter for your child.

TALK

with your child's teachers about what he/she will be learning in the classroom.

LOCATE

activities and resources to support your child's learning in practical ways at home.

UNDERSTAND

important educational (academic) words that you will see in your child's grade-level standards

LEARN ABOUT THE KINDERGARTEN STANDARDS

YOUR CHILD WILL EXPLORE THE WORLD THROUGH TEXT BY:

- Identifying front cover, back cover and title page of a book.
- Moving top to bottom and left to right on the printed page when reading; then returning to the beginning of the next line.
- Identifying all upper- and lowercase letters of the alphabet.
- Identifying the beginning, middle and last sound in words.
- Demonstrating knowledge of the most frequent sound for each consonant and the five major vowels.
- Reading Kindergarten high frequency words with automaticity.
- Writing many letters correctly.
- Identifying and produce rhyming words.

IN READING AND WRITING, YOUR CHILD WILL BE ABLE TO:

- Describe the characters, setting and events in a story.
- Explain the roles of the author and illustrator of a story.
- Use titles, headings and illustrations to predict and confirm the topic of texts.
- Identify the topic of and multiple details in a text.
- Identify and explain words in a text.
- Retell a text out loud.
- Use drawings, spoken words and/or writing to express an opinion, provide facts about a topic or tell a story.



LOCATE ACTIVITIES AND RESOURCES

EVERYDAY ACTIVITIES TO SUPPORT LEARNING:

- ✓ Use trips to the grocery store, dinnertime chats and driving in the car as a time to introduce new words and talk about the world around us with your child.
- ✓ Build language skills and help your child learn new words by telling a story and then have them tell you one back.
- ✓ Sing rhyming songs, read rhyming books and say tongue twisters with your child to help them learn new sounds in words.
- ✓ Help your child learn the names of the letters and the sounds the letters make by turning it into a game (e.g., "I'm thinking of a letter and it makes the sound ssssss").
- ✓ Keep books out in the open and readily available to read in the kitchen, car and other locations where your child spends time.
- ✓ Read aloud to your child for 20 minutes each day. Talk about what you are reading to help your child understand what they are reading.
- ✓ Select books your child is most interested in reading. Talk with your child's teacher or a local librarian to find the best books for your child. Be frequent visitors to your local public library for books, events, and reading programs.
- ✓ Have your child engage in writing using drawing and inventive spelling. They can write a grocery list or a letter to a family member. Have your child sound out the words and write the letters they hear.
- ✓ Have your child use reading apps on your phone or tablet to practice reading at home or on-the-go.
- ✓ Create a plan to keep reading during school breaks and over the summer to help prevent your child from falling behind.

KINDERGARTEN SUGGESTED BOOK LIST



At the Seaside by Robert Louis Stevenson
Curious George by H.A. Rey
Red is Best by Kathy Stinson
The Very First Americans by Cara Ashrose
The Clock - a Mother Goose Poem by Unknown
Hop on Pop by Dr. Seuss
Rumble in the Jungle by Giles Andreae
Two Ways to Count to Ten: A Liberian Folktale by Ruby Dee
A Mother for Choco by Keiko Kasza
I am Jackie Robinson by Brad Meltzer
Swimmy by Leo Lionni
Wandering Whale Sharks by Susumu Shingu
Brown Bear, Brown Bear by Bill Martin Jr.
Mission to Space by John Herrington
The Bald Eagle by Norman Pearl
We Have a Little Garden by Beatrix Potter
Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault
Now We Are Six by A.A. Milne
The Carrot Seed by Ruth Krauss and Crockett Johnson
Where the Wild Things Are by Maurice Sendak
Corduroy by Don Freeman
On a Farm by Alexa Andrews
The Sky Painter: Louis Guertes, Bird Artist by Margarita Engle

SUPPLEMENTAL READING OPTIONS

A Child's Garden of Verses
by Robert Louis Stevenson

A First Book of the Sea
by Nicola Davies

Little House in the Big Woods
by Laura Ingalls Wilder

The Lion and the Mouse
by Aesop

The Emperor's New Clothes
by Hans Christian Andersen

The Very Hungry Caterpillar
by Eric Carle

Love You Forever
by Robert Munsch

The Tale of Peter Rabbit
by Beatrix Potter

Stellaluna
by Janel/Cannon

The Ugly Duckling
by Hans Christian Andersen

Goodnight Moon
by Margaret Wise Brown

The Kissing Hand
by Audrey Penn



TALK TO YOUR CHILD'S TEACHER

Remember, you are your child's first teacher. Think about a conference as a "team meeting" in which you will discover the special contributions each of you can bring to your kindergartner's success. Here are some questions you could ask to prompt discussions:

Which letter names and sounds is my child working on? Which have they mastered? How can I support them at home?

In the area of literacy, what are my child's strengths? How are those strengths supported during instruction? Where is my child struggling and how can I help?

Can my child show you that they understand what they are reading and learning about through drawing, talking and writing? If not, what challenges are they facing?

What phonics skills should my child have mastered at this point? Has my child mastered them? Can I see an example of a phonics task that my child is working through?

What behaviors should I see when my child is reading/being read to? Can I see an example of the type of texts my child is reading? How can I support them at home?

What topics in connection to science and social studies is my child learning about through reading?

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

AUTOMATICITY

When reading, it is the ability to read words quickly and accurately.

BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE)

Information that is important to understanding a situation or problem; what you already know from experience.

DECODING

Translating a word from print to speech by using knowledge of letter-sound relationships; also, the act of reading a new word by sounding it out.

EXPLICIT INSTRUCTION

Teacher/parent-led interactive instruction that is direct and includes a clear explanation of the targeted skill.

HIGH-FREQUENCY WORDS

A small group of words (300-500) that regularly appear in print. Often, they are referred to as "sight words" as students should be able to recognize these words at a glance.

INVENTIVE SPELLING

Inventive spelling refers to the practice of children using incorrect and unusual spellings for words. It is also sometimes called "invented spelling." Typically, inventive spelling is used by students who are just learning to put sounds together to make words.

PHONICS

Teaches students how to connect sounds of letters or groups of letters in order to read words.

PHONOLOGICAL AWARENESS

The foundation for learning to read. Refers to the ability to work with words orally (the spoken sound) and does not involve print.

READING LEVEL

Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can read text very quickly and with very few errors.

SYSTEMATIC INSTRUCTION

A carefully thought out and planned sequence of instruction.

TEXT FEATURES

The parts of a story or article that are not the main body of the text; includes the title, headings and illustrations.



FLORIDA STANDARDS

COLLEGE & CAREER READY

PARENT GUIDE FOR KINDERGARTEN MATHEMATICS

Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **kindergarten** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in kindergarten—along with some important additional skills. **Kindergarten** students are learning these types of lessons:

- Counting to 100 by ones and by tens.




- Understanding relationships between numbers and quantities; connect counting to cardinality.



- Representing addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations.



- Fluently adding and subtracting within five. 

Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In kindergarten, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Counting with everyday activities. Count the number of steps when walking from one place to another, or count the number of items you unload from a backpack or bag of groceries.



Have your child help you sort the laundry into different groups. For example, put all the pants in one pile, shirts in another pile and socks in a third pile. Talk about how one item can belong to different categories. Talk about which groups include more, less or equal numbers of items.



Talk about and create lists that include drawings of items. Label them by writing numbers one to 20. Practice reading the numbers together.



Practice addition and subtraction when involved in everyday activities. Say, "You have 3 crackers. If I give you 2 more, how many will you have?" By the end of kindergarten, your child should be comfortable adding and subtracting numbers within 5.



The concept of "ONE HUNDRED" is important for kindergarteners. Think of ways to incorporate "100" into real-life, meaningful activities. For instance, make a chart and log 10 "bend and stretch" exercise moves every day for 10 days.



Be on the lookout for geometric shapes. The park/playground or the grocery store are good places to search and name circles, cones, squares and rectangles.



Make a point to observe relationships or similarities and differences, such as more/less, above/below, beside/behind, taller/shorter.



If you download apps for your child to play, be careful to choose only those with actual educational value, such as Common Sense Media (www.commonsensemedia.org).



THE FLORIDA BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

Parent Guide for Grade 1 English Language Arts

PREPARING FLORIDA'S CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that ALL students reach their greatest potential.

Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in first grade by helping you:

LEARN

about the B.E.S.T. Standards and why they matter for your child.

TALK

with your child's teachers about what he/she will be learning in the classroom.

LOCATE

activities and resources to support your child's learning in practical ways at home.

UNDERSTAND

important educational (academic) words that you will see in your child's grade-level standards

LEARN ABOUT THE FIRST GRADE STANDARDS

YOUR CHILD WILL EXPLORE THE WORLD THROUGH TEXT BY:

- Matching letters and sounds to sound out and write simple words, including inventive spelling for writing. Students should be able to sound out and write words with short vowel sounds, final -e, common long vowel spellings, blends and r-controlled vowels.
- Reading and writing first grade high frequency words, decodable or not, with automaticity.
- Writing all letters correctly.
- Writing narrative, opinion and expository texts that follow rules of standard English grammar, punctuation, capitalization and spelling.

IN READING AND WRITING, YOUR CHILD WILL BE ABLE TO:

- Retell stories, including characters, setting and sequence of events.
- Retell informational texts, including the topic and the important details.
- Demonstrate understanding of the topic of the informational text by using the text features.
- Figure out the meaning of unknown words using picture clues, context clues and background knowledge.
- Compare and contrast two texts on the same topic.



LOCATE ACTIVITIES AND RESOURCES

EVERYDAY ACTIVITIES TO SUPPORT LEARNING:

- ✓ Read aloud to your child for 20 minutes each day. Find books based on topics that your child is interested in and that they would like to become an expert on. Talk about what is happening in the text. Ask what they are learning.
- ✓ Have fun with the stories you read! Use different voices. Make sound effects and funny faces. Act out the stories. March, dance or move around as the characters.
- ✓ Be frequent visitors to your local public library. Let him or her see you choosing, checking out and enjoying books.
- ✓ Be a reading role model. If your child sees you reading, he/she will want to learn to read too.
- ✓ Everywhere you go, tuck at least one little book in your bag. Pull it out to enjoy together anytime you can.
- ✓ Listen to your child read and reread a decodable text at their reading level to build their automaticity.
- ✓ Have your child engage in real-world writing. They can write the grocery list, write a letter to a family member or write down their list of chores. Have your child sound out the words and write the letters they hear.
- ✓ Encourage your child to give detailed responses during conversations. Ask your child questions about what he/she sees and experiences. Be sure your questions call for sentence answers (more than yes/no answers).

FIRST GRADE SUGGESTED BOOK LIST



Daffodowndilly by A.A. Milne

Fantastic Undersea Life of Jacques Cousteau by Dan Yaccarino

Madeline by Ludwig Bemelmans

The Three Little Pigs by James Halliwell-Phillipps

Eletelephony by Laura Richards

From Seed to Pumpkin by Wendy Pfeffer and James Graham

***My Name is Celia/Me llamo Celia:
The Life of Celia Cruz/la vida de Celia Cruz***
by Monica Brown and Rafael Lopez

The Tortoise and the Hare by Aesop

A Picture Book of Benjamin Franklin by David Adler

How People Learned to Fly by Fran Hodgkins

Police Officers by Paulette Bourgeois and Kim LaFave

Chickens Don't Fly by Laura Lyn Disiena

I Am Enough by Grace Byers

The Velveteen Rabbit by Margery Williams

Clifford the Big Red Dog by Norman Bridwell

I am Helen Keller by Brad Meltzer

Put Me in the Zoo by Robert Lopshire

The White House by Lloyd Douglas

Danny and the Dinosaur by Syd Hoff

I Wonder by Tana Hoban

The Slug by Elise Gravel

Tooth By Tooth: Comparing Fangs, Tusks, and Chompers
by Sara Levine

Drum Dream Girl by Margarita Engle

Keep a Poem in Your Pocket by Beatrice Schenk de Regniers

SUPPLEMENTAL READING OPTIONS

A Child's Garden of Verses
by Robert Louis Stevenson

A First Book of the Sea
by Nicola Davies

Little House in the Big Woods
by Laura Ingalls Wilder

The Lion and the Mouse
by Aesop

The Emperor's New Clothes
by Hans Christian Andersen

The Very Hungry Caterpillar
by Eric Carle

Love You Forever
by Robert Munsch

The Tale of Peter Rabbit
by Beatrix Potter

Stellaluna
by Janel/Cannon

The Ugly Duckling
by Hans Christian Andersen

Goodnight Moon
by Margaret Wise Brown

The Kissing Hand
by Audrey Penn



TALK TO YOUR CHILD'S TEACHER

Remember, you are your child's first teacher. Think about a conference as a "team meeting" in which you will discover the special contributions each of you can bring to your first grader's success. Here are some questions you could ask to prompt discussions:

In the area of literacy, what are my child's strengths? How are those strengths supported during instruction?

What phonics skills should my child have mastered at this point? Has my child mastered them? Can I see an example of a phonics task that my child is working through?

What topics in connection to science and social studies is my child learning about through reading?

Where is my child struggling and how can I help?

What types of books is my child reading during independent reading? Are they limited to a specific reading level? Can I see an example of the type of texts my child is reading independently?

Can my child show you that they understand what they are reading and learning about through drawing, talking and writing? If not, what challenges are they facing?

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

AUTOMATICITY

When reading, it is the ability to read words quickly and accurately.

BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE)

Information that is important to understanding a situation or problem; what you already know from experience.

DECODING

Translating a word from print to speech by using knowledge of letter-sound relationships; also, the act of reading a new word by sounding it out.

EXPLICIT INSTRUCTION

Teacher/parent-led interactive instruction that is direct and includes a clear explanation of the targeted skill.

HIGH-FREQUENCY WORDS

A small group of words (300-500) that regularly appear in print. Often, they are referred to as "sight words" as students should be able to recognize these words at a glance.

INVENTIVE SPELLING

Inventive spelling refers to the practice of children using incorrect and unusual spellings for words. It is also sometimes called "invented spelling." Typically, inventive spelling is used by students who are just learning to put sounds together to make words.

PHONICS

Teaches students how to connect sounds of letters or groups of letters in order to read words.

PHONOLOGICAL AWARENESS

The foundation for learning to read. Refers to the ability to work with words orally (the spoken sound) and does not involve print.

READING LEVEL

Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can read text very quickly and with very few errors.

SYSTEMATIC INSTRUCTION

A carefully thought out and planned sequence of instruction.

TEXT FEATURES

The parts of a story or article that are not the main body of the text; includes the title, headings and illustrations.



FLORIDA STANDARDS

COLLEGE & CAREER READY

PARENT GUIDE FOR GRADE 1 MATHEMATICS

Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

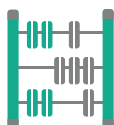
Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **first grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in first grade—along with some important additional skills. **First grade** students are learning these types of lessons:

- Solving word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings and equations with a symbol for the unknown number to represent the problem.
- Understanding subtraction as an unknown-addend (an unknown number added to another) problem.
For example: "Subtract $10 - 8$ by finding the number that makes 10 when added to 8."



- Relating counting to addition and subtraction.
- Counting to 120, starting at any number less than 120. Read and write numbers that represent a number of objects.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In first grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

SUPPORT LEARNING AT HOME

As a parent, you are your child's first teacher. You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Play number games with your child. Count to answer, "How many?" Think of ways to incorporate "120" into real-life, meaningful activities.



Turn daily activities into real-life math "mysteries." Make word problems that provide practice adding and subtracting within 20.



Gather a collection of coins of various sizes. Ask your child to sort the coins by size. Then pick two of the groups, and ask your child to count the number of coins in each group. Have him/her add the numbers together, then find the difference between the two numbers.



Have your child "check" your addition and subtraction decisions as "true or false." Give him/her opportunities to answer false, and have fun.



Allow him/her to count money and make change. For example, tell your child you have coins in your pocket that total 90 cents and ask, "What combinations of coins could be in my pocket?"



Perform math-based tasks in real life. Set two place settings and ask them to finish the rest, following the pattern you began. Create projects such as planting a garden.



THE FLORIDA BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

Parent Guide for Grade 2 English Language Arts

PREPARING FLORIDA'S CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that ALL students reach their greatest potential.

Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in second grade by helping you:

LEARN

about the B.E.S.T. Standards and why they matter for your child.

TALK

with your child's teachers about what he/she will be learning in the classroom.

LOCATE

activities and resources to support your child's learning in practical ways at home.

UNDERSTAND

important educational (academic) words that you will see in your child's grade-level standards

LEARN ABOUT THE SECOND GRADE STANDARDS

YOUR CHILD WILL EXPLORE THE WORLD THROUGH TEXT BY:

- Decoding words with complex vowel combinations (e.g., oo, ea, ou, oi, oy, ow).
- Decoding words with common prefixes and suffixes.
- Writing narrative, opinion and expository texts that follow rules of standard English grammar, punctuation, capitalization and spelling.

IN READING AND WRITING, YOUR CHILD WILL BE ABLE TO:

- Retell stories, including characters, setting and sequence of events.
- Retell informational texts, including the topic and the important details.
- Demonstrate understanding of the topic of the informational text by using the text features.
- Figure out the meaning of unknown words using picture clues, context clues and background knowledge.
- Compare and contrast two texts on the same topic.



LOCATE ACTIVITIES AND RESOURCES

EVERYDAY ACTIVITIES TO SUPPORT LEARNING:

- ✓ Listen to your child read and reread a text at their reading level to build their automaticity.
- ✓ Read aloud with your child for 20 minutes each day. Find books based on topics that your child is interested in and that they would like to become an expert on. Talk about what is happening in the text. Ask what they are learning.
- ✓ Have fun with the stories you read! Use different voices. Make sound effects and funny faces. Act out the stories.
- ✓ Be frequent visitors to your local public library. Let him or her see you choosing, checking out and enjoying books.
- ✓ Be a reading role model. If your child sees you reading, he/she will want to learn to read.
- ✓ Everywhere you go, tuck at least one little book in your bag. Pull it out to enjoy together anytime you can.
- ✓ Have your child engage in real-world writing. Write a letter to a family member, write a short story or have them keep a daily journal.
- ✓ Encourage your child to give detailed responses during conversations. Ask your child questions about what he/she sees and experiences. Be sure your questions call for sentence answers (more than yes/no answers).

SECOND GRADE SUGGESTED BOOK LIST



Gathering Leaves by Robert Frost

Eleanor by Barbara Cooney

One Morning in Maine by Robert McCloskey

The Runaway Piggy by James Luna

The Crocodile by Lewis Carroll

Father of the Constitution: A Story about James Madison
by Barbara Mitchell

Seven Blind Mice by Ed Young

Vote! by Eileen Christelow

The Fieldmouse by Cecil Frances Alexander

Four Famished Foxes and Fosdyke by Pamela Duncan

Susan B. Anthony: Fighter for Freedom and Equality
by Suzanne Slade

Wanted Dead or Alive: The True Story of Harriet Tubman
by Ann McGovern

The Swing by Robert Louis Stevenson

Give Bees a Chance by Bethany Barton

The Coastal Dune Drama: Bob, the Gopher Tortoise
by Katherine Seeds Nash

We the Kids: The Preamble of the Constitution of the United States
by David Catrow

A More Perfect Union: The Story of Our Constitution
by Betsy Maestro

In a Pickle and other Funny Idioms by Marvin Terban

The Congress of the United States by Christine Taylor-Butler

Winnie the Pooh by A.A. Milne

Bears on Hemlock Mountain by Alice Dalgliesh

Living or Nonliving? by Kelli Hicks

The Gingerbread Man by Jim Aylesworth

Bee Dance by Rick Chrustowski

Living or Nonliving? by Kelli Hicks

Mango, Abuela, and Me by Meg Medina

The Patchwork Quilt by Valerie Flournoy

SUPPLEMENTAL READING OPTIONS

A Child's Garden of Verses
by Robert Louis Stevenson

A First Book of the Sea
by Nicola Davies

Little House in the Big Woods
by Laura Ingalls Wilder

The Lion and the Mouse
by Aesop

The Emperor's New Clothes
by Hans Christian Andersen

The Very Hungry Caterpillar
by Eric Carle

Love You Forever
by Robert Munsch

The Tale of Peter Rabbit
by Beatrix Potter

Stellaluna
by Janel/Cannon

The Ugly Duckling
by Hans Christian Andersen

Goodnight Moon
by Margaret Wise Brown

The Kissing Hand
by Audrey Penn



TALK TO YOUR CHILD'S TEACHER

Remember, you are your child's first teacher. Think about a conference as a "team meeting" in which you will discover the special contributions each of you can bring to your second grader's success. Here are some questions you could ask to prompt discussions:

In the area of literacy, what are my child's strengths? How are those strengths supported during instruction?

What phonics skills should my child have mastered at this point? Has my child mastered them? Can I see an example of a phonics task that my child is working through?

What topics in connection to science and social studies is my child learning about through reading?

Where is my child struggling and how can I help?

What types of books is my child reading during independent reading? Are they limited to a specific reading level? Can I see an example of the type of texts my child is reading independently?

Can my child show you that they understand what they are reading and learning about through drawing, talking and writing? If not, what challenges are they facing?

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

AUTOMATICITY

When reading, it is the ability to read words quickly and accurately.

BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE)

Information that is important to understanding a situation or problem; what you already know from experience.

DECODING

Translating a word from print to speech by using knowledge of letter-sound relationships; also, the act of reading a new word by sounding it out.

EXPLICIT INSTRUCTION

Teacher/parent-led interactive instruction that is direct and includes a clear explanation of the targeted skill.

HIGH-FREQUENCY WORDS

A small group of words (300-500) that regularly appear in print. Often, they are referred to as "sight words" as students should be able to recognize these words at a glance.

INVENTIVE SPELLING

Inventive spelling refers to the practice of children using incorrect and unusual spellings for words. It is also sometimes called "invented spelling." Typically, inventive spelling is used by students who are just learning to put sounds together to make words.

PHONICS

Teaches students how to connect sounds of letters or groups of letters in order to read words.

PHONOLOGICAL AWARENESS

The foundation for learning to read. Refers to the ability to work with words orally (the spoken sound) and does not involve print.

READING LEVEL

Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can read text very quickly and with very few errors.

SYSTEMATIC INSTRUCTION

A carefully thought out and planned sequence of instruction.

TEXT FEATURES

The parts of a story or article that are not the main body of the text; includes the title, headings and illustrations.



FLORIDA STANDARDS

COLLEGE & CAREER READY

PARENT GUIDE FOR GRADE 2 MATHEMATICS

Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **second grade** by helping you:

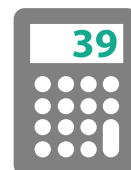
- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in second grade—along with some important additional skills. **Second grade** students are learning these types of lessons:

- Determining the unknown whole number in an equation relating four or more whole numbers. For example, determining the unknown number that makes the equation true in the following:

1. $37+10+10 = __ +18$
2. $?-6=12-4$
3. $15-9+6=X$



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.

- Using addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends.
- Counting within 1,000; skip-count by 5s, 10s and 100s.
- Reading and writing numbers to 1,000 using base-ten numerals (a number system based on 10 also known as the decimal system), number names and expanded form.
- Adding up to four two-digit numbers by using strategies based on place value and properties of operations.



TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In second grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Help your child understand that the same hour on an analog clock can mean day (am) or evening (pm). Throughout the day and evening, have him/her be the timekeeper who reports the hour and minutes for family activities.



Help your child get a sense of how many make 1,000 of something. Create a scrapbook-style dictionary, numbering words and illustrating them with cutout pictures and drawings.



Practice counting to 1,000. Skip count by 5s, 10s, and 100s. Start from a random number and add or subtract.



Find 10 pairs of related objects, such as buttons in multiple colors. Count them by pairs of two up to 20.



Make and count ingredients for a 20-piece salad with two leaves of lettuce, two pieces of tomato, two chunks of carrot, two croutons, etc., for a total of 20.



Encourage your child to measure things around the house using a ruler, yardstick, tape measure, measuring cup or scale.



Allow your child to count money and make change. For example, tell your child you have coins in your pocket that total 90 cents and ask, "What combinations of coins could be in my pocket?"



PREPARING FLORIDA'S CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that ALL students reach their greatest potential.

Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in third grade by helping you:

LEARN

about the B.E.S.T. Standards and why they matter for your child.

TALK

with your child's teachers about what he/she will be learning in the classroom.

LOCATE

activities and resources to support your child's learning in practical ways at home.

UNDERSTAND

important educational (academic) words that you will see in your child's grade-level standards

LEARN ABOUT THE THIRD GRADE STANDARDS

YOUR CHILD WILL EXPLORE THE WORLD THROUGH TEXT BY:

- Decoding multisyllabic words and words with suffixes such as -ful, -less and -est.
- Fluently read grade-level texts.
- Writing all upper and lowercase letters in cursive.
- Writing narrative, opinion and expository texts that follow rules of standard English grammar, punctuation, capitalization and spelling.
- Using grade-appropriate vocabulary in both speaking and writing.

IN READING AND WRITING, YOUR CHILD WILL BE ABLE TO:

- Summarize a text.
- Discuss how characters grow and change across a text.
- Explain how text features contribute to the overall meaning of the text.
- Identify the central idea and the relevant details within a text.
- Figure out the meaning of unknown words using context clues, figurative language, word relationships, reference materials and/or background knowledge.
- Compare and contrast how two authors present information on the same topic.
- Conduct research to answer a question, organizing information about the topic from multiple sources.



LOCATE ACTIVITIES AND RESOURCES

EVERYDAY ACTIVITIES TO SUPPORT LEARNING:

- ✓ Listen to your child read and reread a text at their reading level to build their fluency.
- ✓ Read aloud with your child for 20 minutes each day.
- ✓ Be a reading role model. If your child sees you reading he/she will see the importance of reading.
- ✓ Be frequent visitors to your local public library. Let him or her see you choosing, checking out, and enjoying books.
- ✓ Encourage your child to choose and check out books.
- ✓ Have your child research information about a topic. Encourage them to find books based on topics that they are interested in and that they would like to become an expert on. Talk about what is happening in the text. Have them write about what they learned.
- ✓ Have your child engage in real-world writing. Write a letter to a family member, write a short story, or have them keep a daily journal.
- ✓ Encourage your child to give detailed responses during conversations. Ask your child questions about what he/she sees and experiences. Be sure your questions call for sentence answers (more than yes/no answers).

THIRD GRADE SUGGESTED BOOK LIST



My Doggy Ate My Essay by Darren Sardelli

Frederick Douglass Fights for Freedom by Margaret Davidson

Matilda by Roald Dahl

The Little Prince by Antoine de Saint-Exupéry

There was an Old Man with a Flute by Edward Lear

Honest Abe Lincoln by David A. Adler

Miracle on 133rd Street by Sonia Manzano

The Real McCoy: The Life of an African-American Inventor by Wendy Towle

Toward Those Short Trees by Masaoka Shiki

If You Traveled on the Underground Railroad by Ellen Levine

Moonshot: The Flight of Apollo 11 by Brian Floca

The Whipping Boy by Sid Fleischman

Tula ["Books are Door-shaped"] by Margarita Engle

Give Bees a Chance by Bethany Barton

Pablo Neruda: Poet of the People by Monica Brown

The Wonderful Wizard of Oz by Frank Baum

Abraham Lincoln: A Life of Honesty by Tonya Leslie

In a Pickle and other Funny Idioms by Marvin Terban

Pippi Longstocking by Astrid Lindgren

To the Moon and Back by Buzz Aldrin

Charlotte's Web by E.B. White

Living or Nonliving? by Kelli Hicks

Revolutionary Friends: General George Washington and the

Marquis de Lafayette by Selene Castrovilla

Who was Betsy Ross? by James Buckley, Jr.

Flight by Robert Burleigh

Mango, Abuela, and Me by Meg Medina

Rosa Parks by Eloise Greenfield

Sarah, Plain and Tall by Patricia MacLachlan

Stuart Little by E.B. White

The Boxcar Children by Gertrude Chandler Warner

The Children's Book of Virtues by William Bennett

SUPPLEMENTAL READING OPTIONS

Black Beauty
by Anna Sewell

Heidi
by Johanna Spyri

The Secret Garden
by Frances Hodgson Burnett

The Velveteen Rabbit
by Margery Williams Bianco

The Black Stallion
by Walter Farley

The Wind in the Willows
by Kenneth Grahame

The Legend of Sleepy Hollow
by Washington Irving

Anne of Green Gables
by Lucy Maud Montgomery

Treasure Island
by Robert Louis Stevenson

Ralph S. Mouse
by Beverly Cleary

Mary Poppins
by P.L. Travers

Charlie and the Chocolate Factory
by Roald Dahl



TALK TO YOUR CHILD'S TEACHER

Remember, you are your child's first teacher. Think about a conference as a "team meeting" in which you will discover the special contributions each of you can bring to your third grader's success. Here are some questions you could ask to prompt discussions:

In the area of literacy, what are my child's strengths? How are those strengths supported during instruction?

What literacy skills should my child have mastered at this point? Has my child mastered them? Can I see an example of a task in reading and writing that my child is working through?

What topics in connection to science and social studies is my child learning about through reading?

Where is my child struggling and how can I help?

What types of books is my child reading during independent reading? Are they limited to a specific reading level? Can I see an example of the type of texts my child is reading independently?

Can my child show you that they understand what they are reading and learning about through talking and writing? If not, what challenges are they facing?

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

AUTOMATICITY: When reading, it is the ability to read words quickly and accurately.

BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE): Information that is important to understanding a situation or problem; what you already know from experience.

CENTRAL IDEA: What the text is mostly about and connects the ideas found throughout the text.

CONTEXT CLUES: Context clues are hints that an author gives to help define a difficult or unusual word within a book. The clue may appear within the same sentence as the word or it may follow in the next sentence. Because most vocabulary is gained through reading, it is important that students are able to recognize and take advantage of context clues.

DECODING: Translating a word from print to speech by using knowledge of letter-sound relationships; also, the act of reading a new word by sounding it out.

EXPLICIT INSTRUCTION: Teacher/parent-led interactive instruction that is direct and includes a clear explanation of the targeted skill.

FIGURATIVE LANGUAGE: When you use a word or phrase that does not have its normal everyday literal meaning.

FLUENCY: Fluency is defined as the ability to read with speed, accuracy, and proper expression.

MULTISYLLABIC WORDS: A syllable is a unit of pronunciation having one vowel sound (a, e, i, o, u), with or without surrounding consonants (e.g., m, n, s, t) that form the whole or a part of a word. A multisyllabic word is a word of many syllables (e.g., there are two syllables in water and three in inferno).

NARRATIVE: A story that is told in full detail.

PHONICS: Teaches students how to connect sounds of letters or groups of letters in order to read words.

READING LEVEL: Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can read text very quickly with very few errors.

SUFFIX: A letter or group of letters added to the ending of words to change their meaning (e.g., -ing, -ment, -ful).

SUMMARIZE: To express or cover the main points briefly

SYSTEMATIC INSTRUCTION: A carefully thought out and planned sequence of instruction.

TEXT FEATURES: The parts of a story or article that are not the main body of the text; includes the title, headings, captions, graphs, maps, glossaries and/or illustrations.



FLORIDA STANDARDS

COLLEGE & CAREER READY

PARENT GUIDE FOR GRADE 3 ENGLISH LANGUAGE ARTS

Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **third grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in third grade—along with some important additional skills. **Third grade** students are learning these types of lessons:

- Asking and answering questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.
- Distinguishing their own point of view from that of the narrator and characters.
- Explaining how the text's illustrations contribute to the words in a story.



- Reading with sufficient accuracy and fluency to support comprehension.
- Writing opinion pieces on topics or texts, supporting a point of view with reasons.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



TALK WITH YOUR CHILD'S TEACHER



Remember, you are your child's first and will always be his/her most important teacher. Think about a conference as a "team meeting" in which you will discover the special contributions each of you can bring to your third grader's success.

Ask the teacher for examples of reading materials that could support learning. Together, look at an example of something your child has written. Ask the teacher what this work tells him/her about your child's start on the journey to becoming a confident reader and communicator.

SUPPORT LEARNING AT HOME

You can encourage learning English language arts at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



When you travel together, ask your child to read aloud to you all kinds of signs, billboards, words on trucks and vans and other printed information that you see.



Encourage your child to use book trailers to select a first, second and third choice to read. Ask him/her to tell you why and how each video made a book sound interesting. Go to the library to check out and read those top choices.



When you choose TV, videos or games, steer toward programs or films that are based on books your child has read. Watch it together, and then talk about how the versions are similar and different.



Choose an interesting, age-appropriate story from a newspaper or internet news source. Ask your child to read it aloud and then summarize for you.



Encourage your child to create his own birthday cards, get-well, holiday and thank you cards, practicing his/her best handwriting skills.



Turn junk mail into learning material. Ask your child to circle or highlight with a marker prefixes and suffixes.



Be frequent visitors to your local public library. Let him/her see you choosing, checking out and enjoying books.



Start a family book club.



Provide opportunities for your child to communicate using technology.

FLORIDA STANDARDS

COLLEGE & CAREER READY

PARENT GUIDE FOR GRADE 3 MATHEMATICS

Preparing Florida's Children for a Successful Future



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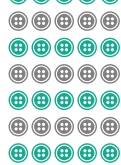


To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **third grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in third grade—along with some important additional skills. **Third grade** students are learning these types of lessons:

- Interpreting product of whole numbers, e.g., interpret 5×7 as the total number of objects in five groups of seven objects each. Describe a context in which a total number of objects can be expressed as 5×7 . 
- Using multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 
- Understanding division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by eight. 
- Solving two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In third grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Help your child learn about fractions by cooking and using measuring cups and spoons.

Help your child memorize both one-digit multiplication and division facts up to 100.



Talk through multi-step, real-life problems, such as, "If you ride your bike around the block five times, Monday through Friday, for an entire month, how many total trips around the block will you have made?"



If pizza is a favorite family food, ask your child to figure out how to divide the pizza so that each member of the family has an equal amount.



Involve your child in crafting and building projects. Ask him or her to help measure, assist in figuring out how much of a particular item is needed (paint, wood, fabric, etc.) and estimate the cost of individual materials as well as total project.



Use trips to the grocery store to help your child practice estimation and measurement skills. Show your child the scale in the produce department, and explain the markings that indicate pounds and ounces. Ask your child to guess the weight of the produce you are buying and then to weigh it for you.



Practice estimation when shopping with your child and say, "We have only \$10 (or \$20, or whatever the amount is) to spend, and your job is to estimate when we are close to that limit as we do our shopping."



Add graph paper to your child's study tools and have your child fill in rectangles with the same area but different perimeters.



THE FLORIDA BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

Parent Guide for Grade 4 English Language Arts

PREPARING FLORIDA'S CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that ALL students reach their greatest potential.

Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in fourth grade by helping you:

LEARN

about the B.E.S.T. Standards and why they matter for your child.

TALK

with your child's teachers about what he/she will be learning in the classroom.

LOCATE

activities and resources to support your child's learning in practical ways at home.

UNDERSTAND

important educational (academic) words that you will see in your child's grade-level standards

LEARN ABOUT THE FOURTH GRADE STANDARDS

YOUR CHILD WILL EXPLORE THE WORLD THROUGH TEXT BY:

- Using and applying knowledge of grade-level phonics and word-analysis skills to read and write single-syllable and multisyllabic words.
- Fluently read grade-level texts.
- Demonstrating legible cursive writing skills.
- Writing a personal or fictional narrative, write to make a claim and write expository texts that follow rules of standard English grammar, punctuation, capitalization and spelling.
- Improving writing by planning, revising and editing, with guidance and support from adults.

IN READING AND WRITING, YOUR CHILD WILL BE ABLE TO:

- Summarize a text to enhance comprehension.
- Explain how relevant details support the central idea.
- Explain how text features contribute to the meaning of the text.
- Explain how setting, events, conflict and character development contribute to the plot in a literary text.
- Figure out the meaning of unknown words using context clues, figurative language, word relationships, reference materials and/or background knowledge.
- Conduct research to answer a question, organizing information about the topic from multiple and valid sources.



LOCATE ACTIVITIES AND RESOURCES

EVERYDAY ACTIVITIES TO SUPPORT LEARNING:

- ✓ Listen to your child read and reread a text at their reading level to build their fluency.
- ✓ Read aloud with your child for 20 minutes each day.
- ✓ Be a reading role model. If your child sees you reading he/she will see the importance of reading.
- ✓ Be frequent visitors to your local public library. Let him or her see you choosing, checking out, and enjoying books. Encourage your child to choose and check out books.
- ✓ Have your child research information about a topic. Encourage them to find books based on topics that they are interested in and that they would like to become an expert on. Talk about what is happening in the text. Have them write about what they learned.
- ✓ Have your child engage in real-world writing. Write a letter to a family member, write a short story, or have them keep a daily journal.
- ✓ Encourage your child to give detailed responses during conversations. Ask your child questions about what he/she sees and experiences. Be sure your questions call for sentence answers (more than yes/no answers).

FOURTH GRADE SUGGESTED BOOK LIST



Fish Cheeks by Amy Tan

Fort Mose: And the Story of the Man Who Built the First Free Black Settlement in Colonial America by Glennette Tilley Turner

The Declaration of Independence by Elaine Landau

Tales of the Odyssey (series) by Mary Pope Osborne

Mother Doesn't Want a Dog by Judith Viorst

Halfway Down by A.A. Milne

The Lion, the Witch, and the Wardrobe by C.S. Lewis

The Castle in the Attic by Elizabeth Winthrop

Aaron and Alexander:

The Most Famous Duel in American History by Don Brown

Homer Price by Robert McCloskey

The Story of Science: Aristotle Leads The Way by Joy Hakim

Who Would Win? (series) by Jerry Pallotta

Carry on, Mr. Bowditch by Jean Lee Latham

Johnny Tremain by Esther Forbes

The Wolf's Story by Toby Forward

William Shakespeare and the Globe by Aliki

Casey at the Bat by Ernest Lawrence Thayer

Little House on the Prairie by Laura Ingalls Wilder

To Catch a Fish by Eloise Greenfield

Florida by Tamra Orr

Chester Nez and the Unbreakable Code:

A Navajo Code Talker's Story by Joseph Bruchac

On the Wings of Heroes by Richard Peck

Toliver's Secret by Esther Wood Brady

Reaching for the Moon by Buzz Aldrin

Esperanza Rising by Pam Muñoz Ryan

Promises to Keep: How Jackie Robinson Changed America by Sharon Robinson

Where the Red Fern Grows by Wilson Rawls

Where Was Patrick Henry on the 29th of May? by Jean Fritz

SUPPLEMENTAL READING OPTIONS

Black Beauty
by Anna Sewell

Heidi
by Johanna Spyri

The Secret Garden
by Frances Hodgson Burnett

The Velveteen Rabbit
by Margery Williams Bianco

The Black Stallion
by Walter Farley

The Wind in the Willows
by Kenneth Grahame

The Legend of Sleepy Hollow
by Washington Irving

Anne of Green Gables
by Lucy Maud Montgomery

Treasure Island
by Robert Louis Stevenson

Ralph S. Mouse
by Beverly Cleary

Mary Poppins
by P.L. Travers

Charlie and the Chocolate Factory
by Roald Dahl



TALK TO YOUR CHILD'S TEACHER

Remember, you are your child's first teacher. Think about a conference as a "team meeting" in which you will discover the special contributions each of you can bring to your fourth grader's success. Here are some questions you could ask to prompt discussions:

In the area of literacy, what are my child's strengths? How are those strengths supported during instruction?

What literacy skills should my child have mastered at this point? Has my child mastered them? Can I see an example of a task in reading and writing that my child is working through?

What topics in connection to science and social studies is my child learning about through reading?

Where is my child struggling and how can I help?

What types of books is my child reading during independent reading? Are they limited to a specific reading level? Can I see an example of the type of texts my child is reading independently?

Can my child show you that they understand what they are reading and learning about through talking and writing? If not, what challenges are they facing?

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

AUTOMATICITY: When reading, it is the ability to read words quickly and accurately.

BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE): Information that is important to understanding a situation or problem; what you already know from experience.

CENTRAL IDEA: What the text is mostly about and connects the ideas found throughout the text.

CLAIM: To say that something is true or is a fact, although you cannot prove it and other people might not believe it.

CONTEXT CLUES: Context clues are hints that an author gives to help define a difficult or unusual word within a book. The clue may appear within the same sentence as the word or it may follow in the next sentence. Because most vocabulary is gained through reading, it is important that students are able to recognize and take advantage of context clues.

DECODING: Translating a word from print to speech by using knowledge of letter-sound relationships; also, the act of reading a new word by sounding it out.

EXPLICIT INSTRUCTION: Teacher/parent-led interactive instruction that is direct and includes a clear explanation of the targeted skill.

FIGURATIVE LANGUAGE: When you use a word or phrase that does not have its normal everyday literal meaning.

FLUENCY: Fluency is defined as the ability to read with speed, accuracy, and proper expression.

MULTISYLLABIC WORDS: A syllable is a unit of pronunciation having one vowel sound (a, e, i, o, u), with or without surrounding consonants (e.g., m, n, s, t) that form the whole or a part of a word. A multisyllabic word is a word of many syllables (e.g., there are two syllables in water and three in inferno).

NARRATIVE: A story that is told in full detail.

PHONICS: Teaches students how to connect sounds of letters or groups of letters in order to read words.

PLOT: The way that an author arranges the events, in a meaningful way, to shape the story.

READING LEVEL: Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can read text very quickly with very few errors.

SUMMARIZE: To express or cover the main points briefly

SYSTEMATIC INSTRUCTION: A carefully thought out and planned sequence of instruction.

TEXT FEATURES: The parts of a story or article that are not the main body of the text; includes the title, headings, captions, graphs, maps, glossaries and/or illustrations.

VALID SOURCE: A source that is truthful in respect to the information presented.



FLORIDA STANDARDS

COLLEGE & CAREER READY

PARENT GUIDE FOR GRADE 4 ENGLISH LANGUAGE ARTS

Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **fourth grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in fourth grade—along with some important additional skills. **Fourth grade** students are learning these types of lessons:

- Determining the theme of a story, drama or poem based on details in the text, and summarizing the text.
- Conducting a short research project that builds knowledge through investigation of different aspects of a topic.
- Explaining how an author uses reasons and evidence to support particular points in a text.



- Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



TALK WITH YOUR CHILD'S TEACHER



Remember, you are your child's first and will always be his/her most important teacher. Think about a conference as a "team meeting" in which you will discover the special contributions each of you can bring to your fourth grader's success.

Ask the teacher for examples of reading materials that could support learning. Together, look at an example of something your child has written. Ask the teacher what this work tells him/her about your child's start on the journey to becoming a confident reader and communicator.

SUPPORT LEARNING AT HOME

You can encourage learning English language arts at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Encourage your child to use book trailers to select a first, second and third choice to read. Ask him/her to tell you why and how each video made a book sound interesting. Go to the library to check out and read those top choices.



Check out records for temperature and precipitation in your area. Study an example together. Investigate what the numbers, symbols or lines represent.



Involve your child in cooking. Show him or her the importance of reading product labels and recipes and applying information to choices and food preparation.



Document a family event by turning it into a news story.



Encourage your child to create his own birthday, get-well and holiday cards, practicing his or her best cursive handwriting skills.



Listen to/watch an in-depth television or internet video report on a topic that concerns your family. Afterwards, have your child review the main points the report covered.



Hold game nights regularly.



Be frequent visitors to your local public library. Let him/her see you choosing, checking out and enjoying books.



Provide opportunities for your child to keep an electronic diary.



Start a family book club.

FLORIDA STANDARDS

COLLEGE & CAREER READY

PARENT GUIDE FOR GRADE 4 MATHEMATICS

Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **fourth grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in fourth grade—along with some important additional skills. **Fourth grade** students are learning these types of lessons:

- Determining whether an equation is true or false by using comparative relational thinking. For example, without adding 60 and 24, determine whether the equation $60 + 24 = 57 + 27$ is true or false.
- Fluently adding and subtracting multi-digit whole numbers using the standard algorithm.
- Applying and extending previous understanding of multiplication to multiply a fraction by a whole number.
- Using decimal notation for fractions with denominators of 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
- Applying the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room, given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In fourth grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

If you are concerned that your child is struggling with math, don't postpone talking with his/her teacher. Open the conversation by asking if the teacher has observed any signs of confusion or frustration. Ask if your child has mastered addition, subtraction, multiplication and division of whole numbers.

Help your child engage in "productive struggle," or, in other words, keep going if a math task seems to take too long or be too hard. Encourage honest effort, praise him/her for persevering and share in the satisfaction of eventual success.

SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Ask your child to "teach" you what he/she has been learning in math.



Have your child write down the time he/she begins and finishes a chore or an activity. Then ask them to calculate how much time it took to complete the chore or activity.



Search newspapers and magazines or the internet for charts, tables, graphs and especially "infographics" that contain numerical information. Discuss specific information with your child. Pose questions that require your child to interpret the information and respond by performing addition, subtraction, multiplication and division calculations.



If you download apps for your child to play, be careful to choose only those with actual educational value, such as Common Sense Media (www.commonsensemedia.org).



Add a protractor to your child's study tools. Spend some with your child experimenting with drawings and measuring using the protractor.



THE FLORIDA BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

Parent Guide for Grade 5 English Language Arts

PREPARING FLORIDA'S CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that ALL students reach their greatest potential.

Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in fifth grade by helping you:

LEARN

about the B.E.S.T. Standards and why they matter for your child.

TALK

with your child's teachers about what he/she will be learning in the classroom.

LOCATE

activities and resources to support your child's learning in practical ways at home.

UNDERSTAND

important educational (academic) words that you will see in your child's grade-level standards

LEARN ABOUT THE FIFTH GRADE STANDARDS

YOUR CHILD WILL EXPLORE THE WORLD THROUGH TEXT BY:

- Using and applying knowledge of grade-level phonics and word-analysis skills to read and write single-syllable and multisyllabic words.
- Fluently read grade-level texts.
- Demonstrating effortless and legible cursive writing skills.
- Writing a personal or fictional narrative, write to make a claim and write expository texts that follow rules of standard English grammar, punctuation, capitalization and spelling.
- Improving writing by planning, revising and editing, with guidance and support from adults.

IN READING AND WRITING, YOUR CHILD WILL BE ABLE TO:

- Summarize a text to enhance comprehension.
- Explain how relevant details support the central idea(s).
- Explain how text features contribute to the meaning of the text.
- Analyze how setting, events, conflict and characterization contribute to the plot in a literary text.
- Figure out the meaning of unknown words using context clues, figurative language, word relationships, reference materials and/or background knowledge.
- Conduct research to answer a question, organizing information about the topic from multiple reliable and valid sources.



LOCATE ACTIVITIES AND RESOURCES

EVERYDAY ACTIVITIES TO SUPPORT LEARNING:

- ✓ Listen to your child read and reread a text at their reading level to build their fluency.
- ✓ Read aloud with your child for 20 minutes each day.
- ✓ Be a reading role model. If your child sees you reading he/she will see the importance of reading.
- ✓ Be frequent visitors to your local public library. Let him or her see you choosing, checking out, and enjoying books. Encourage your child to choose and check out books.
- ✓ Have your child research information about a topic. Encourage them to find books based on topics that they are interested in and that they would like to become an expert on. Talk about what is happening in the text. Have them write about what they learned.
- ✓ Have your child engage in real-world writing. Write a letter to a family member, write a short story, or have them keep a daily journal.
- ✓ Encourage your child to give detailed responses during conversations. Ask your child questions about what he/she sees and experiences. Be sure your questions call for sentence answers (more than yes/no answers).

FIFTH GRADE SUGGESTED BOOK LIST



I, Too by Langston Hughes
Call Me Maria by Judith Ortiz Cofer
From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E. L. Konigsburg
Shh! We're Writing the Constitution by Jean Fritz
If by Rudyard Kipling
Chasing Vermeer by Blue Balliett
Hidden Figures by Margot Shetterly (Young Reader Edition)
The Trail of Tears by Joseph Bruchac
Paul Revere's Ride by Henry Wadsworth Longfellow
City of Ember by Jeanne DuPrau
Hurricanes: Earth's Mightiest Storms by Patricia Lauber
The Watsons Go to Birmingham by Christopher Paul Curtis
The Road Not Taken by Robert Frost
Farewell to Manzanar by Jeanne Wakatsuki and James D. Houston
I am Malala by Malala Yousafzai
They Called Her Molly Pitcher by Anne Rockwell
Abuelita's Heart by Amy Cordova
Five Children and It by E. Nesbit
Island of the Blue Dolphins by Scott O'Dell
Thurgood Marshall and the Supreme Court by Deborah Kent
Anne of Green Gables by L.M. Montgomery
Call it Courage by Armstrong Sperry
My Librarian is a Camel: How Books Are Brought to Children Around the World by Margriet Ruurs
Volcano: Eruption and Healing of Mount St. Helens by Patricia Lauber
Written in Bone: Buried Lives of Jamestown and Colonial Maryland by Sally Walker
We the People: The Constitution of the United State of America by Peter Spier

SUPPLEMENTAL READING OPTIONS

Black Beauty
by Anna Sewell
Heidi
by Johanna Spyri
The Secret Garden
by Frances Hodgson Burnett
The Velveteen Rabbit
by Margery Williams Bianco
The Black Stallion
by Walter Farley
The Wind in the Willows
by Kenneth Grahame
The Legend of Sleepy Hollow
by Washington Irving
Anne of Green Gables
by Lucy Maud Montgomery
Treasure Island
by Robert Louis Stevenson
Ralph S. Mouse
by Beverly Cleary
Mary Poppins
by P.L. Travers
Charlie and the Chocolate Factory
by Roald Dahl



TALK TO YOUR CHILD'S TEACHER

Remember, you are your child's first teacher. Think about a conference as a "team meeting" in which you will discover the special contributions each of you can bring to your fifth grader's success. Here are some questions you could ask to prompt discussions:

In the area of literacy, what are my child's strengths? How are those strengths supported during instruction?

What literacy skills should my child have mastered at this point? Has my child mastered them? Can I see an example of a task in reading and writing that my child is working through?

What topics in connection to science and social studies is my child learning about through reading?

Where is my child struggling and how can I help?

What types of books is my child reading during independent reading? Are they limited to a specific reading level? Can I see an example of the type of texts my child is reading independently?

Can my child show you that they understand what they are reading and learning about through talking and writing? If not, what challenges are they facing?

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

AUTOMATICITY: When reading, it is the ability to read words quickly and accurately.

BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE): Information that is important to understanding a situation or problem; what you already know from experience.

CENTRAL IDEA: What the text is mostly about and connects the ideas found throughout the text.

CLAIM: To say that something is true or is a fact, although you cannot prove it and other people might not believe it.

CONTEXT CLUES: Context clues are hints that an author gives to help define a difficult or unusual word within a book. The clue may appear within the same sentence as the word or it may follow in the next sentence. Because most vocabulary is gained through reading, it is important that students are able to recognize and take advantage of context clues.

DECODING: Translating a word from print to speech by using knowledge of letter-sound relationships; also, the act of reading a new word by sounding it out.

EXPLICIT INSTRUCTION: Teacher/parent-led interactive instruction that is direct and includes a clear explanation of the targeted skill.

FIGURATIVE LANGUAGE: When you use a word or phrase that does not have its normal everyday literal meaning.

FLUENCY: Fluency is defined as the ability to read with speed, accuracy, and proper expression.

MULTISYLLABIC WORDS: A syllable is a unit of pronunciation having one vowel sound (a, e, i, o, u), with or without surrounding consonants (e.g., m, n, s, t) that form the whole or a part of a word. A multisyllabic word is a word of many syllables (e.g., there are two syllables in water and three in inferno).

NARRATIVE: A story that is told in full detail.

PHONICS: Teaches students how to connect sounds of letters or groups of letters in order to read words.

PLOT: The way that an author arranges the events, in a meaningful way, to shape the story.

READING LEVEL: Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can read text very quickly with very few errors.

SUMMARIZE: To express or cover the main points briefly

SYSTEMATIC INSTRUCTION: A carefully thought out and planned sequence of instruction.

TEXT FEATURES: The parts of a story or article that are not the main body of the text; includes the title, headings, captions, graphs, maps, glossaries and/or illustrations.

VALID SOURCE: A source that is truthful in respect to the information presented.



PARENT GUIDE FOR GRADE 5
ENGLISH LANGUAGE ARTS

Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **fifth grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in fifth grade—along with some important additional skills. **Fifth grade** students are learning these types of lessons:

- Comparing and contrasting two or more characters, settings or events in a story, drawing on specific details in the text.
- Analyzing how visual and multimedia elements contribute to the meaning, tone or beauty of a text.



- Producing clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- Engaging in a range of collaborative discussions with diverse partners on fifth grade topics and text.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.

TALK WITH YOUR CHILD'S TEACHER



Remember, you are your child's first and will always be his/her most important teacher. Think about a conference as a "team meeting" in which you will discover the special contributions each of you can bring to your fifth grader's success.

Ask the teacher for examples of reading materials that could support learning.

Together, look at an example of something your child has written. Ask the teacher what this work tells him/her about your child's start on the journey to becoming a confident reader and communicator.

SUPPORT LEARNING AT HOME

You can encourage learning English language arts at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Encourage your child to use the book trailers to select a first, second and third choice to read. Ask him/her to tell you why and how each video made a book sound interesting. Go to the library to check out and read those top choices.



Call your child's attention to symbols that represent Florida. Talk about what ideas are represented by the colors and objects in the state seal and what he/she thinks about why these were selected.



Have your child keep a journal over summer vacation, while you do the same. Periodically read part of your journals to each other.



Listen to an in-depth television news report on a topic that concerns your family.



Develop a question and carry out a poll among family, friends, neighbors and classmates and then organize and present the results.



Be frequent visitors to your local public library. Let him/her see you choosing, checking out and enjoying books.



Start a family book club.



Ask your child to help prepare meals that include reading directions and following them.



Provide opportunities for your child to produce written products, both in cursive handwriting and electronically.

FLORIDA STANDARDS

COLLEGE & CAREER READY

PARENT GUIDE FOR GRADE 5 MATHEMATICS

Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **fifth grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in fifth grade—along with some important additional skills. **Fifth grade** students are learning these types of lessons:

- Using parentheses, brackets or braces in numerical expressions, and evaluating expressions with the following symbols.

$$(3+a)-5=2$$

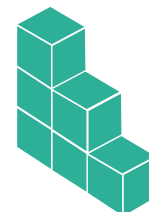
- Recognizing that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

- Using place value, understanding to round decimals to any place.

26.49

- Measuring volumes by counting unit cubes, using cubic centimeter, cubic feet and improvised units.

Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In fifth grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

If you are concerned that your child is struggling with math, don't postpone talking with his/her teacher. Open the conversation by asking if the teacher has observed any signs of confusion or frustration. Ask if your child has mastered addition, subtraction, multiplication and division of decimals and is competent adding and subtracting fractions.

Help your child engage in "productive struggle," or, in other words, keep going if a math task seems to take too long or be too hard. Encourage honest effort, praise him/her for persevering and share in the satisfaction of eventual success.

SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Ask your child to keep track of his/her allowance over time—to keep a record of how money has been received, spent and/or how much has been saved for future use. Be sure your child is using decimals to denote dollars and cents.



When filling the gas tank, have your child observe how gallons of gas accumulate and correspond to cost in dollars and cents. Ask your child to use division and calculate the cost per gallon.



When shopping at the grocery store have your child hunt for the lowest unit prices for a product you're purchasing.



Search newspapers and magazines or the internet for charts, tables, graphs and especially "infographics" that contain numerical information. Discuss specific information with your child.



Investigate problem sets, games and brain teasers from the National Council of Teachers of Mathematics (NCTM) at illuminations.nctm.org.



Find the locations of sites of interest on a road map or atlas using the coordinates from the map.



THE FLORIDA BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

Parent Guide for Grade 6 English Language Arts

PREPARING FLORIDA'S CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that ALL students reach their greatest potential.

Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in sixth grade by helping you:

LEARN

about the B.E.S.T. Standards and why they matter for your child.

TALK

with your child's teachers about what he/she will be learning in the classroom.

LOCATE

activities and resources to support your child's learning in practical ways at home.

UNDERSTAND

important educational (academic) words that you will see in your child's grade-level standards

LEARN ABOUT THE SIXTH GRADE STANDARDS

FOUNDATIONAL SKILLS IN SIXTH GRADE:

- Demonstrating an understanding of spoken words, syllables and sounds.
- Knowing and applying strategies to decode/encode (taking words apart/putting words together) multisyllabic words.
- Reading grade-level texts with accuracy, automaticity and appropriate prosody or expression.

ENGLISH LANGUAGE ARTS EXPECTATIONS:

- Cite evidence to explain and justify reasoning.
- Read and comprehend grade-level complex texts proficiently.
- Make inferences to support comprehension.
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- Use the accepted rules governing a specific format to create quality work.
- Use appropriate voice and tone when speaking or writing.



SUPPORT LEARNING AT HOME

You can encourage learning English language arts at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:

- ✓ Encourage your child to use book trailers to select a first, second and third choice to read. Ask him/her to tell you why and how each video made a book sound interesting. Go to the library to check out and read those top choices.
- ✓ Utilize "Just Read, Florida," a resource sponsored by the Florida Department of Education at <http://www.fldoe.org/academics/standards/just-read-fl/>.
- ✓ Rhetoric is introduced in 6th grade.
- ✓ Set up and carry out a family debate night on a topic that concerns you. Incorporate the principles of argument into your more informal discussions with your child.
- ✓ Encourage your student to see, understand and explain both sides of situations or conflicts.
- ✓ Find and post a family word of the week or month. Learn the word and use it in conversations with one another as well as written communication when opportunities arise.
- ✓ Be frequent visitors to your local public library. Let him/her see you choosing, checking out and enjoying books.
- ✓ Work with your child to develop a personal résumé and portfolio and practice filling out electronic applications.

SIXTH GRADE SUGGESTED BOOK LIST



Acquainted with the Night by Robert Frost
Two Viewpoints by Amelia Josephine Burr
Down, Down, Down: A Journey to the Bottom of the Sea by Steve Jenkins
Little Britches by Ralph Moody
The Devil's Arithmetic by Jane Yolen
Eulogy of the Dog by George G. Vest
Yet do I Marvel by Countee Cullen
Harriet Tubman: Conductor on the Underground Railroad by Ann Petry
Little Women by Louisa May Alcott
The Hiding Place by Corrie ten Boom
Farewell Speech by Lou Gehrig
A Long Walk to Water by Linda Sue Park
Hatchet by Gary Paulsen
Miracle on Maple Hill by Virginia Sorensen
The Phantom Tollbooth by Norton Juster
Speech to National Council of Negro Women (2001) by Condoleezza Rice
Black Ships Before Troy by Rosemary Sutcliff
Incidents in the Life of a Slave Girl by Harriet Jacobs
The Adventures of Pinocchio by Carlo Collodi
Tales of the Greek Heroes by Roger Lancelyn Green
The House on the Hill by Edwin Arlington Robinson
Bronze Bow by Elizabeth George Speare
Lincoln: A Photobiography by Russell Freedman
The Book of Virtues for Young People: A Treasury of Great Moral Stories by William Bennett

SUPPLEMENTAL READING OPTIONS

The Story of Doctor Dolittle
by Hugh Lofting

The Neverending Story
by Michael Ende

The Hound of the Baskervilles
by Arthur Conan Doyle

The Call of the Wild
by Jack London

A Wrinkle in Time
by Madeleine L'Engle

I Am Malala
by Malala Yousafzai

Matilda
by Roald Dahl

The Age of Fable
by Thomas Bulfinch

The Hiding Place
by Corrie ten Boom

Island of the Blue Dolphins
by Scott O'Dell

Where the Red Fern Grows
by Wilson Rawls

The Count of Monte Cristo
by Alexandre Dumas



TALK TO YOUR CHILD'S TEACHER

Now that your child has reached middle school, he/she should be taking on more responsibility for his/her own learning. Parent/teacher conferences may be led by your student. Look for those conferences to focus on examples of student work. Together, talk about ways this work is successful as well as possible ways your student can continue to learn and grow as a reader and effective communicator.

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

AUTOMATICITY: When reading, it is the ability to read words quickly and accurately.

BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE): Information that is important to understanding a situation or problem; what you already know from experience.

CONTEXT CLUES: Context clues are hints that an author gives to help define a difficult or unusual word within a book. The clue may appear within the same sentence as the word or it may follow in the next sentence. Because most vocabulary is gained through reading, it is important that students are able to recognize and take advantage of context clues.

DECODABLE/DECODING: Translating a word from print to speech by using knowledge of letter-sound relationships; also, the act of reading a new word by sounding it out.

EXPLICIT INSTRUCTION: Teacher/parent-led interactive instruction that is direct and includes a clear explanation of the targeted skill.

HIGH-FREQUENCY WORDS: A small group of words (300-500) that regularly appear in print. Often, they are referred to as "sight words" as students should be able to recognize these words at a glance.

INVENTIVE SPELLING: Inventive spelling refers to the practice of children using incorrect and unusual spellings for words. It is also sometimes called "invented spelling." Typically, inventive spelling is used by students who are just learning to put sounds together to make words.

READING LEVEL: Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can read text very quickly with very few errors.

RHETORIC: The art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people.

RHETORICAL APPEALS: The writing an author uses to appeal to credibility, ethics, moral principles, time, place, logic, reason and/or emotion.

PHONICS: Teaches students how to connect sounds of letters or groups of letters in order to read words.

SYSTEMATIC INSTRUCTION: A carefully thought out and planned sequence of instruction.

TEXT FEATURES: The parts of a story or article that are not the main body of the text; includes the title, headings, captions, graphs, maps, glossaries and/or illustrations.

THEME: The underlying message or big idea of a talk, book, film, or other work.



PARENT GUIDE FOR GRADE 6
ENGLISH LANGUAGE ARTS

Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.



To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **sixth grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in sixth grade—along with some important additional skills. **Sixth grade** students are learning these types of lessons:

- Describing how a story's plot unfolds in a series of episodes and how the characters respond or change as the plot moves toward resolution. 
- Citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 
- Writing arguments to support claims with clear reasons and relevant evidence.



- Using technology, including the internet, to produce and publish writing and to interact and collaborate with others.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.

TALK WITH YOUR CHILD'S TEACHER



Now that your child has reached middle school, he/she should be taking on more responsibility for his/her own learning. Parent/teacher conferences may be led by your student. Look for those conferences to focus on examples of student work. Together, talk about ways this work is successful as well as possible ways your student can continue to learn and grow as a reader and effective communicator.

SUPPORT LEARNING AT HOME

You can encourage learning English language arts at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Utilize online sources for vocabulary development at www.readwritethink.org.



Find reading materials, homework help and opportunities to publish your student's writing through the The Internet Public Library at www.ipl.org/div/teen.



Have your child read to family members and neighbors.



Compose a monthly family newsletter.



Be frequent visitors to your local public library. Let him/her see you choosing, checking out and enjoying books.



Encourage your child to host or join a book club with friends who have similar reading interests.



Provide your child with digital reading and writing devices.



Have your child research options for going out to eat, birthday party ideas or family vacation options using the internet.

FLORIDA STANDARDS

COLLEGE & CAREER READY

PARENT GUIDE FOR GRADE 6 MATHEMATICS

Preparing Florida's Children for a Successful Future



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Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **sixth grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in sixth grade—along with some important additional skills. **Sixth grade** students are learning these types of lessons:

- Understanding the concept of ratio, and use ratio language to describe a ratio relationship between two quantities. For example, "the ratio of wings to beaks in the bird house at the zoo was 2:1, because for every two wings there was one beak."
- Understanding solving an equation or inequality as a process of answering the question: Which values from a specific set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
- Understanding that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 1 in each situation.
- Understanding a rational number as a point on the number line. Extend number and line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In sixth grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

If you are concerned that your child is struggling with math, don't postpone talking with his/her teacher. Open the conversation by asking if the teacher has observed any signs of confusion or frustration. Ask if your child has mastered addition, subtraction, multiplication and division of decimals and is competent dividing fractions by fractions.

Help your child engage in "productive struggle," or, in other words, keep going if a math task seems to take too long or be too hard. Encourage honest effort, praise him/her for persevering and share in the satisfaction of eventual success.

SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



When traveling in the car on family trips, have your child calculate how long it will take to arrive at your destination. For example, if you are driving 225 miles, how long will it take to get there if you average 50 miles per hour? 55 miles per hour? 60 miles per hour?



To help your student become comfortable with ratios and percentages, have him/her interpret food and drink nutrition facts labels.



Investigate problem sets, games and brain teasers from the National Council of Teachers of Mathematics (NCTM) at illuminations.nctm.org.



Have discussions about debt with your child and how those numbers are represented.



If you download apps for your child to play, be careful to choose only those with actual educational value. Common Sense Media (www.commonsensemedia.org) is a nonprofit organization focused on providing parents with reliable information about games for learning and practicing math, as well as all kinds of media you might choose, or choose to avoid, for your family.



Use numbers of interest, such as family ages, to identify prime numbers, the factors of the number and show examples of perfect squares.



THE FLORIDA BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

Parent Guide for Grade 7 English Language Arts

PREPARING FLORIDA'S CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that ALL students reach their greatest potential.

Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in seventh grade by helping you:

LEARN

about the B.E.S.T. Standards and why they matter for your child.

TALK

with your child's teachers about what he/she will be learning in the classroom.

LOCATE

activities and resources to support your child's learning in practical ways at home.

UNDERSTAND

important educational (academic) words that you will see in your child's grade-level standards

LEARN ABOUT THE SEVENTH GRADE STANDARDS

FOUNDATIONAL SKILLS IN SEVENTH GRADE:

- Demonstrating an understanding of spoken words, syllables and sounds.
- Knowing and applying strategies to decode/encode (taking words apart/putting words together) multisyllabic words.
- Reading grade-level texts with accuracy, automaticity and appropriate prosody or expression.

ENGLISH LANGUAGE ARTS EXPECTATIONS:

- Cite evidence to explain and justify reasoning.
- Read and comprehend grade-level complex texts proficiently.
- Make inferences to support comprehension.
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- Use the accepted rules governing a specific format to create quality work.
- Use appropriate voice and tone when speaking or writing.



SUPPORT LEARNING AT HOME

You can encourage learning English language arts at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:

- ✓ Encourage your child to use book trailers to select a first, second and third choice to read. Ask him/her to tell you why and how each video made a book sound interesting. Go to the library to check out and read those top choices.
- ✓ Utilize "Just Read, Florida," a resource sponsored by the Florida Department of Education at <http://www.fldoe.org/academics/standards/just-read-fl/>.
- ✓ Rhetoric is introduced in 6th grade.
- ✓ Set up and carry out a family debate night on a topic that concerns you. Incorporate the principles of argument into your more informal discussions with your child.
- ✓ Encourage your student to see, understand and explain both sides of situations or conflicts.
- ✓ Find and post a family word of the week or month. Learn the word and use it in conversations with one another as well as written communication when opportunities arise.
- ✓ Be frequent visitors to your local public library. Let him/her see you choosing, checking out and enjoying books.
- ✓ Work with your child to develop a personal résumé and portfolio and practice filling out electronic applications.

SEVENTH GRADE SUGGESTED BOOK LIST



Address Before a Joint Session of the Congress, November 27, 1963

by Lyndon Baines Johnson

An Occurrence at Owl Creek Bridge by Ambrose Bierce

***Citizenship and Leadership from The Moral Compass:
Stories for a Life's Journey*** by William Bennett

Do Not Go Gentle Into That Good Night by Dylan Thomas

Farewell Address by Dwight Eisenhower

Give Me Liberty or Given Me Death Speech by Patrick Henry

On First Looking Into Chapman's Homer by John Keats

On Women's Right to Vote by Susan B. Anthony

Sonnet 18 by William Shakespeare the sonnet-ballad
by Gwendolyn Brooks

The Tell-Tale Heart by Edgar Allan Poe

Book of Esther from the Bible

Freedom Walkers by Russell Freedman

***George vs. George: The American Revolution
as Seen from Both Sides*** by Rosalyn Schanzer

The Count of Monte Cristo by Alexandre Dumas

The Kon-Tiki Expedition: By Raft Across the South Seas
by Thor Heyerdahl

The Long Road to Gettysburg by Jim Murphy

The Narrative of the Life of Frederick Douglass by Fredrick Douglass

The Prince and the Pauper by Mark Twain

The Red Umbrella by Christina Diaz Gonzalez

The Twenty-One Balloons by William Pène du Bois

The Yearlings by Marjorie Kinnan Rawlings

The Destructive Male by Phillip K. Dick

The New Colossus by Emma Lazarus

The Adventures of Tom Sawyer by Mark Twain

SUPPLEMENTAL READING OPTIONS

The Story of Doctor Dolittle
by Hugh Lofting

The Neverending Story
by Michael Ende

The Hound of the Baskervilles
by Arthur Conan Doyle

The Call of the Wild
by Jack London

A Wrinkle in Time
by Madeleine L'Engle

I Am Malala
by Malala Yousafzai

Matilda
by Roald Dahl

The Age of Fable
by Thomas Bulfinch

The Hiding Place
by Corrie ten Boom

Island of the Blue Dolphins
by Scott O'Dell

Where the Red Fern Grows
by Wilson Rawls

The Count of Monte Cristo
by Alexandre Dumas



TALK TO YOUR CHILD'S TEACHER

Now that your child has reached middle school, he/she should be taking on more responsibility for his/her own learning. Parent/teacher conferences may be led by your student. Look for those conferences to focus on examples of student work. Together, talk about ways this work is successful as well as possible ways your student can continue to learn and grow as a reader and effective communicator.

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

ANALYZE: To study or examine something in detail in order to discover more about it.

ARGUMENT: A coherent series of reasons, statements or facts intended to support or establish a point of view.

AUTHOR'S PERSPECTIVE: In informational text, the author's attitude toward a topic or subject.

AUTHOR'S PURPOSE: The reason an author has for writing a text and engaging their audience; these reasons often overlap (e.g., persuade, inform, entertain).

CENTRAL IDEA: The most important or central thoughts unifying elements of a text.

EPIC (POEM): A long narrative poem in elevated style recounting the deeds of a legendary or historic hero.

EVALUATE: To judge or calculate the quality, importance, amount or value of something.

EXPOSITORY: Explaining or describing something.

FIGURATIVE LANGUAGE: Language characterized by figures of speech (e.g., metaphor, symbolism).

INFER: To form an opinion from evidence; to reach a conclusion based on known facts.

NARRATIVE: Something (as a story) that is told in full detail.

PARAPHRASE: To say something that someone else has said or written using different words.

PERSPECTIVE: A particular attitude toward or way of regarding something.

RHETORIC: The art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people.

RHETORICAL APPEALS: The writing an author uses to appeal to credibility, ethics, moral principles, time, place, logic, reason and/or emotion.

SYSTEMATIC INSTRUCTION: A carefully thought out and planned sequence of instruction.

TEXT: Anything that conveys a set of meanings to the person who examines it.

TEXT FEATURES: The components of a story or article that are not the main body of the text, including the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions and labeled diagrams.

TEXT STRUCTURES: Structures used to organize information in a text (e.g., chronology, comparison and cause and effect).

THEME: The underlying message or big idea of a talk, book, film or other work.



PARENT GUIDE FOR GRADE 7 ENGLISH LANGUAGE ARTS

Preparing Florida's Children for a Successful Future



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To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **seventh grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in seventh grade—along with some important additional skills. **Seventh grade** students are learning these types of lessons:

- Determining the meaning of words and phrases, including figurative and connotative meanings. 
- Analyzing how the form or structure of a drama or poem contributes to its meaning.
- Determining an author's point of view or purpose in a text and analyzing how the author distinguishes his/her position from that of others. 
- Writing arguments to support claims with clear reasons and relevant evidence.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.

TALK WITH YOUR CHILD'S TEACHER



Now that your child has reached middle school, he/she should be taking on more responsibility for his/her own learning. Parent/teacher conferences may be led by your student. Look for those conferences to focus on examples of student work. Together, talk about ways this work is successful as well as possible ways your student can continue to learn and grow as a reader and effective communicator.

SUPPORT LEARNING AT HOME

You can encourage learning English language arts at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Utilize the National Gallery of Art “Who Am I: Self Portraits in Art and Writing” for reading, writing and thinking activities at www.nga.gov.



Set up and carry out a family debate night on a topic that concerns you. Incorporate the principles of argument into your more informal discussions with your child.



Ask your child to research summer activity options.



Encourage your child to host or join a book club with friends who have common reading interests.



Work with your child to begin a personal résumé and portfolio and practice filling out electronic applications.



Encourage your child to research his/her favorite hobby.



Ask your child to explain the lyrics of his/her favorite song.



Utilize resources like the Purdue University OWL (Online Writing Lab) at owl.english.purdue.edu/owl/section/1/5.



Be frequent visitors to your local public library. Let him/her see you choosing, checking out and enjoying books.

FLORIDA STANDARDS

COLLEGE & CAREER READY

PARENT GUIDE FOR GRADE 7 MATHEMATICS

Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

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Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **seventh grade** by helping you:

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- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in seventh grade—along with some important additional skills. **Seventh grade** students are learning these types of lessons:

- Computing unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
- Recognizing and represent proportional relationships between quantities.
- Using proportional relationships to solve multi-step ratio and percent problems.
Examples: simple interest tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.

- Solving real-world and mathematical problems involving the four operations with rational numbers.
- Using variables to represent quantities in real-world or mathematical problems, and construct simple equations and inequalities to solve problems by reasoning about the quantities.



TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In seventh grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

If you are concerned that your child is struggling with math, don't postpone talking with his/her teacher. Open the conversation by asking if the teacher has observed any signs of confusion or frustration. Ask if your child has mastered addition, subtraction, multiplication and division of decimals and is competent dividing fractions by fractions.

Help your child engage in "productive struggle," or, in other words, keep going if a math task seems to take too long or be too hard. Encourage honest effort, praise him/her for persevering and share in the satisfaction of eventual success.

SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Ask your child to help you with comparison shopping. For example, ask your child whether three pairs of socks for \$1.58 each or six pairs for \$6.49 is a better buy based on the cost per pair.



If your child is into sports, encourage him/her to keep track of a favorite player or team, or to predict changes in the statistics of players or teams based on their performances in recent games.



Ask your child to calculate how much money would be saved from various sale discounts offered in advertisements, coupons and other special offers.



Investigate problem sets, games and brain teasers from the National Council of Teachers of Mathematics (NCTM) at illuminations.nctm.org.



If you download apps for your child to play, be careful to choose only those with actual educational value, such as Common Sense Media (www.commonsensemedia.org).



Play games of chance and logic.



Discuss which containers have the greatest volume and experiment to verify.



THE FLORIDA BENCHMARKS FOR EXCELLENT STUDENT THINKING (B.E.S.T.) STANDARDS

Parent Guide for Grade 8 English Language Arts

PREPARING FLORIDA'S CHILDREN FOR A SUCCESSFUL FUTURE

The B.E.S.T. Standards for English Language Arts (ELA) are literacy standards for Florida students that will shape their education and make Florida the most literate state in the nation. The B.E.S.T. Standards will pave the way for Florida students to receive a world-class education and prepare them for a successful future.

Education leaders across the state of Florida improved the academic content standards, creating new expectations for what students need to know and be able to do. These benchmarks are goals that students are expected to achieve by the end of the school year. The B.E.S.T. Standards are designed to ensure that ALL students reach their greatest potential.

THESE STANDARDS EMPHASIZE:

- Explicit and systematic phonics instruction
- Critical thinking skills
- A deep respect for literature from historic time periods
- Knowledge building through content-rich texts

Preparing your child for success begins in Kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in eighth grade by helping you:

LEARN

about the B.E.S.T. Standards and why they matter for your child.

TALK

with your child's teachers about what he/she will be learning in the classroom.

LOCATE

activities and resources to support your child's learning in practical ways at home.

UNDERSTAND

important educational (academic) words that you will see in your child's grade-level standards

LEARN ABOUT THE EIGHTH GRADE STANDARDS

FOUNDATIONAL SKILLS IN EIGHTH GRADE:

- Demonstrating an understanding of spoken words, syllables and sounds.
- Knowing and applying strategies to decode/encode (taking words apart/putting words together) multisyllabic words.
- Reading grade-level texts with accuracy, automaticity and appropriate prosody or expression.

ENGLISH LANGUAGE ARTS EXPECTATIONS:

- Cite evidence to explain and justify reasoning.
- Read and comprehend grade-level complex texts proficiently.
- Make inferences to support comprehension.
- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
- Use the accepted rules governing a specific format to create quality work.
- Use appropriate voice and tone when speaking or writing.



SUPPORT LEARNING AT HOME

You can encourage learning English language arts at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:

- ✓ Encourage your child to use book trailers to select a first, second and third choice to read. Ask him/her to tell you why and how each video made a book sound interesting. Go to the library to check out and read those top choices.
- ✓ Utilize "Just Read, Florida," a resource sponsored by the Florida Department of Education at <http://www.fldoe.org/academics/standards/just-read-fl/>.
- ✓ Rhetoric is introduced in 6th grade.
- ✓ Set up and carry out a family debate night on a topic that concerns you. Incorporate the principles of argument into your more informal discussions with your child.
- ✓ Encourage your student to see, understand and explain both sides of situations or conflicts.
- ✓ Find and post a family word of the week or month. Learn the word and use it in conversations with one another as well as written communication when opportunities arise.
- ✓ Be frequent visitors to your local public library. Let him/her see you choosing, checking out and enjoying books.
- ✓ Work with your child to develop a personal résumé and portfolio and practice filling out electronic applications.

EIGHTH GRADE SUGGESTED BOOK LIST



9/11 Address to the Nation by George W. Bush
Parsley by Rita Dove
The Yellow Wallpaper by Charlotte Perkins Gilman
I Will Always Write Back by Caitlin Alifirenka and Liz Welch
Swiss Family Robinson by Johann David Wyss
The Princess and the Goblin by George MacDonald
A Day that Will Live in Infamy by Franklin Roosevelt
The Bells by Edgar Allan Poe
We Real Cool by Gwendolyn Brooks
Long Walk to Freedom by Nelson Mandela
Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh
The Wright Brothers: How They Invented the Airplane by Russell Freedman
Ain't I a Woman? by Sojourner Truth
The Cremation of Sam McGee by Robert Service
What Does American Democracy Mean to Me? by Mary McLeod Bethune
Rip Van Winkle by Washington Irving
The Call of the Wild by Jack London
Things Fall Apart by Chinua Achebe
Blessings of Liberty and Education by Frederick Douglass
The Gift of the Magi by O. Henry
Anne Frank: Diary of a Young Girl by Anne Frank
Shane by Jack Schaefer
The Chosen by Chaim Potok
To Kill a Mockingbird by Harper Lee
Introduction to Poetry by Billy Collins
The Raven by Edgar Allan Poe
Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson
Sir Gawain and the Green Knight by Gawain Poet (unknown)
The Hobbit by J.R.R. Tolkien
Trapped by Marc Aronson

SUPPLEMENTAL READING OPTIONS

The Story of Doctor Dolittle
by Hugh Lofting

The Neverending Story
by Michael Ende

The Hound of the Baskervilles
by Arthur Conan Doyle

The Call of the Wild
by Jack London

A Wrinkle in Time
by Madeleine L'Engle

I Am Malala
by Malala Yousafzai

Matilda
by Roald Dahl

The Age of Fable
by Thomas Bulfinch

The Hiding Place
by Corrie ten Boom

Island of the Blue Dolphins
by Scott O'Dell

Where the Red Fern Grows
by Wilson Rawls

The Count of Monte Cristo
by Alexandre Dumas



TALK TO YOUR CHILD'S TEACHER

Now that your child has reached middle school, he/she should be taking on more responsibility for his/her own learning. Parent/teacher conferences may be led by your student. Look for those conferences to focus on examples of student work. Together, talk about ways this work is successful as well as possible ways your student can continue to learn and grow as a reader and effective communicator.

EDUCATIONAL (ACADEMIC) WORDS TO KNOW

AUTOMATICITY: When reading, it is the ability to read words quickly and accurately.

BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE): Information that is important to understanding a situation or problem; what you already know from experience.

CONTEXT CLUES: Context clues are hints that an author gives to help define a difficult or unusual word within a book. The clue may appear within the same sentence as the word or it may follow in the next sentence. Because most vocabulary is gained through reading, it is important that students are able to recognize and take advantage of context clues.

DECODABLE/DECODING: Translating a word from print to speech, usually by using knowledge of letter-sound relationships; also, the act of reading a new word by sounding it out.

EXPLICIT INSTRUCTION: Teacher/parent-led interactive instruction that is direct and includes a clear explanation of the targeted skill.

HIGH-FREQUENCY WORDS: High-frequency words are the most commonly used words in printed text and over 50 percent of all text is composed of them. Because many are phonetically irregular, tend to be abstract, have limited visual correspondence, or even have easily understood definitions, students must memorize them to read quickly and fluently.

INVENTIVE SPELLING: Inventive spelling refers to the practice of children using incorrect and unusual spellings for words. It is also sometimes called "invented spelling." Typically, inventive spelling is used by students who are just learning to put sounds together to make words.

READING LEVEL: Independent reading level is the highest level at which a reader has adequate background knowledge for the topic and can read text very quickly and with very few errors.

RHETORIC: The art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people.

RHETORICAL APPEALS: The writing an author uses to appeal to credibility, ethics, moral principles, time, place, logic, reason and/or emotion.

PHONICS: Teaches students how to connect sounds of letters or groups of letters in order to read words.

SYSTEMATIC INSTRUCTION: A carefully thought out and planned sequence of instruction.

TEXT FEATURES: The parts of a story or article that are not the main body of the text; includes the title, headings, captions, graphs, maps, glossaries and/or illustrations.

THEME: The underlying message or big idea of a talk, book, film or other work.



FLORIDA STANDARDS

COLLEGE & CAREER READY

PARENT GUIDE FOR GRADE 8 ENGLISH LANGUAGE ARTS

Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **eighth grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in eighth grade—along with some important additional skills. **Eighth grade** students are learning these types of lessons:

- Analyzing how particular lines of dialogue or incidents in a story or drama propel action, reveal aspects of character or provoke a decision.
- Analyzing how a modern work of fiction draws on themes, patterns or character types from myths, traditional stories or religious works.
- Evaluating the advantages and disadvantages of using different media to present a particular topic or idea.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



- Drawing evidence from literary or informational texts to support analysis, reflection and research.



TALK WITH YOUR CHILD'S TEACHER



Now that your child has reached eighth grade, he/she should be preparing to transition to high school. Parent/teacher conferences are a good time to focus on examples of student work and talk about ways your student's reading and communication skills are ready for high school.

Ask the teacher for good books you might read as a family and what he/she thinks your student might work on to improve his/her writing skill and art.

SUPPORT LEARNING AT HOME

You can encourage learning English language arts at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Encourage your child to use book trailers to select a first, second and third choice to read. Ask him/her to tell you why and how each video made a book sound interesting. Go to the library to check out and read those top choices.



Read poems written by other teens and famous established poets at www.powerpoetry.org.



Utilize "Just Read, Florida," a resource sponsored by the Florida Department of Education at www.justreadflorida.com/recommend/PublicDisplay.asp.



Set up and carry out a family debate night on a topic that concerns you. Incorporate the principles of argument into your more informal discussions with your teen.



Encourage your student to see, understand and explain both sides of situations or conflicts.



Find and post a family word of the week or month. Learn the word, and use it in conversations with one another as well as written communication when opportunities arise.



Be frequent visitors to your local public library. Let him/her see you choosing, checking out and enjoying books.



Work with you child to develop a personal résumé and portfolio and practice filling out electronic applications.

FLORIDA STANDARDS

COLLEGE & CAREER READY

PARENT GUIDE FOR GRADE 8 MATHEMATICS

Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **eighth grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in eighth grade—along with some important additional skills. **Eighth grade** students are learning these types of lessons:

- Knowing that numbers that are not rational are called irrational.
Understanding informally that every number has a decimal expansion.
For rational numbers, show that the decimal expansion repeats eventually.
- Using numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.
- Graphing proportional relationships, interpreting the unit rate as the slope of the graph.
Compare two different proportional relationships represented in different ways.
- Understanding a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and corresponding output.

Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In eighth grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

If you are concerned that your child is struggling with math, don't postpone talking with his or her teacher. Open the conversation by asking if the teacher has observed any signs of confusion or frustration. Ask if your child has mastered addition, subtraction, multiplication and division of decimals and is competent dividing fractions by fractions.

Help your child engage in "productive struggle," or, in other words, keep going if a math task seems to take too long or be too hard. Encourage honest effort, praise him/her for persevering and share in the satisfaction of eventual success.

SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Visit "101 questions" (www.101qs.com), a site that features photographs and videos that stimulate creative thinking and math problem solving. Talk with your student about the images.



Using newspapers, magazines and the internet, find tables and infographics that depict salaries of possible careers for your student. Have him/her compare the data and draw conclusions.



Have your child pretend he or she has \$5,000 to invest in the stock market. Help him/her pick several companies to invest the imaginary money in. Then have your child follow the stocks in the newspapers or online each day for a month and use math skills to calculate losses and gains to determine the final value of the original investment.



If you download apps for your child to play, be careful to choose only those with actual educational value, such as Common Sense Media (www.commonsensemedia.org).



Make holiday cards that are examples of rotations, reflections and translations.



Add a graphing calculator to your child's study tools.

Understanding Your Student's *i-Ready Diagnostic* Results

What is the *i-Ready Diagnostic*?

The *i-Ready Diagnostic* is an adaptive assessment that adjust its questions for each student. As a student answers correctly, the questions get more difficult. As a student answers incorrectly, the questions get easier. This adaptability allows the *i-Ready Diagnostic* to identify the strengths and opportunities for growth of each student.

Why is my student taking it?

The purpose of the *i-Ready Diagnostic* is not to give your student a grade, but instead to determine how best to support their learning. It will help your student's teacher(s) determine their needs, personalize their learning, and monitor progress throughout the year.

How should I interpret my student's results?

How is my student doing overall?

The goal is for your student to be performing at or above grade level, which means they have mastered the skills students at that grade level are expected to master and are prepared to learn more advanced skills.

On the *i-Ready* For Families report, the **a** blue bar(s) on the graph and the corresponding **b** placement level(s) indicate how your student performed on each test in relation to their grade level, which is indicated by the **c** green shading. The **d** National Norm percentile below the graph indicates how your student performed in relation to students in the same grade level nationwide.

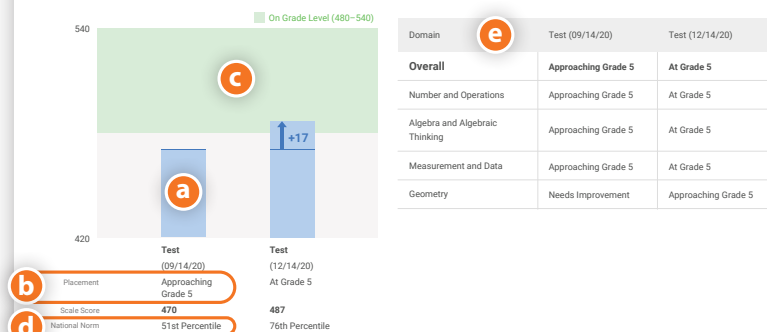
For Families



School: Cyprus Elementary
Subject: Math
Student: Elijah Powell
Student ID: EIPowell4896
Student Grade: 5

What is i-Ready? i-Ready is an online learning program focused on reading and math. Elijah has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit www.i-Ready.com/FamilyCenter.

Elijah's Overall Math Performance



How is my student doing in specific learning areas?

Students have different areas of strengths and opportunities for growth. It is important to understand how your student did in more specific learning areas, which are called **domains**. The **e** domain table shows how your student did in specific domains and helps teachers know where to build on strengths and focus their support.

How is my student progressing over time?

The goal is also for your student to be making progress in their learning. After your student has taken more than one Diagnostic in the school year, you will see results for each Diagnostic, allowing you to see the progress your student is making both overall and in each domain.

Continued on next page.



Understanding Your Student's *i-Ready* Diagnostic Results, Cont'd.

What if my student is performing below grade level?

This situation can happen, and teachers and schools have many strategies and programs to help accelerate your student's learning. Having this information can help you, your student, and their teachers have the right conversations to make the needed progress.

What does it mean if my student scored lower on the second Diagnostic than the first?

A lower score does not mean your student did not learn or lost skills. Scores can be affected by things like stress, distraction, taking the Diagnostic in a different place, and receiving help. This can be particularly common when students are learning in different environments and under unique circumstances. Teachers take this into account and use the data from *i-Ready* as one of many tools to understand your student's unique needs and progress.

What can I do to help my student?

- **Discuss these results with your student.** Celebrate their strengths and progress, and collaborate with them on planning how they will reach their goals.
- **Reach out to your student's teacher** to get more ideas and resources to support your student in specific domains and/or skills.
- If your student uses *i-Ready Personalized Instruction*, **review their progress** on the student dashboard and support their learning at home with these [tips](#), which can be found at i-ReadyCentral.com/PDFs/Fridge-Tips-for-i-Ready-Lessons-at-Home.

Where can I get more information?

Visit the [Family Center](#) at i-ReadyCentral.com/FamilyCenter for additional information and helpful guidance and tools for supporting your student at home.

