

# Learning Guide for Families

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



*“We believe families are our partners.  
They are the first and most powerful  
educators of children. Together we will  
ensure success for all students.”*

—Superintendent Emmanuel Caulk,  
Portland Public Schools

## About these learning guides:

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

## What can families do?

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

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

## Talking with your Child's Teacher

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

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

## Talking with your Child

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“How was school today?”

“Fine.”

“What did you do?”

“Nothing”

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

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

## Supporting Learning Away from School

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

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



## What your student should know and be able to do in English Language Arts:

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### Language

- Retell key information or ideas from discussions or stories read aloud.
- Identify the correct meaning for a word with multiple meanings based on the context in which the word is used. *For example: use the rest of the sentence or paragraph to decide whether the word “saw” means a tool or the past tense of see.*
- Figure out the meaning of a new word when a common prefix is added to a known word. *For example: happy/unhappy, tell/retell.*

### Reading and Literature

- Make predictions about the content of a nonfiction books using prior knowledge and book elements such as headings, the table of contents, captions, and key words.
- Retell a story he/she has read.
- Compare and contrast different versions of the same story.

### Writing

- Write an opinion about a story he/she has read, using important details from the book to support that opinion.
- Write clear directions that describe a process or procedure, such as how to set the table for a meal or play a favorite card game.
- Write stories with a clear beginning, middle, and end.





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

- Make sense of and solve addition and subtraction problems using efficient strategies and tools such as the number line.
- Understand and use the relationship between addition and subtraction.  
*For example: There are 30 apples. Sixteen apples are on the table, and the rest are in the bag. How many apples are in the bag? I can add up to solve:  $16 + ? = 30$ . There are 14 apples in the bag!*
- Smoothly and easily demonstrate basic number facts, such as  $6 + 8 = 14$ ,  $14 - 8 = 6$ .
- Identify and represent common fractions, such as  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$ , as equal parts of a whole ( $\frac{1}{2}$  of a rectangle) and equal parts of a group ( $\frac{1}{2}$  of 12 cookies is 6 cookies).
- Describe, extend, and create simple patterns using shapes, colors, and numbers.
- Describe features of two-dimensional and three-dimensional shapes.
- Compare and put in order lengths of different objects.
- Represent and make sense of data, including a line plot. *For example: How many pockets are students wearing today?*







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