PARENT SUPPORT TOOLS
<table>
<thead>
<tr>
<th>Shift</th>
<th>Students Must...</th>
<th>Parents Can...</th>
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<tbody>
<tr>
<td>Read as much non-fiction as fiction</td>
<td>• Read more non-fiction</td>
<td>• Supply more non-fiction text</td>
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<tr>
<td></td>
<td>• Know the ways non-fiction can be put together</td>
<td>• Read non-fiction texts aloud or with your child</td>
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<td></td>
<td>• Enjoy and discuss the details of non-fiction</td>
<td>• Have fun with non-fiction in front of them</td>
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<tr>
<td>Learn about the world by reading</td>
<td>• Get smart in Science and Social Studies through reading</td>
<td>• Supply series of texts on topics of interest</td>
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<td>• Handle “primary source” documents</td>
<td>• Find books that explain</td>
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<td></td>
<td>• Get smart through texts</td>
<td>• Discuss non-fiction texts and the ideas within</td>
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<tr>
<td>Read more challenging material closely</td>
<td>• Re-read</td>
<td>• Provide more challenging texts AND provide texts they WANT to read and can read comfortably</td>
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<td></td>
<td>• Read material at “Just Right” level AND work with more challenging stuff</td>
<td>• Know what is grade level appropriate</td>
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<td></td>
<td>• Unpack text</td>
<td>• Read challenging stuff with them</td>
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<td></td>
<td>• Handle frustration and keep pushing</td>
<td>• Show that challenging stuff is worth unpacking</td>
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<tr>
<td>Discuss reading using evidence</td>
<td>• Find evidence to support their arguments</td>
<td>• Talk about text</td>
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<td></td>
<td>• Form judgments</td>
<td>• Demand evidence in every day discussions and disagreements</td>
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<tr>
<td></td>
<td>• Become scholars</td>
<td>• Read aloud or read the same book and discuss with evidence</td>
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<td></td>
<td>• Discuss what the author is “up to”</td>
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<tr>
<td>Write non-fiction using evidence</td>
<td>• Make arguments in writing using evidence</td>
<td>• Encourage writing at home</td>
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<tr>
<td></td>
<td>• Compare multiple texts in writing</td>
<td>• Write “books” together and use evidence/details</td>
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<tr>
<td></td>
<td>• Write well</td>
<td>• Look at Appendix A: <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a></td>
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<tr>
<td>Increase academic vocabulary</td>
<td>• Learn words that they can use in college and career</td>
<td>• Read often and constantly with babies, toddlers, preschoolers, and children</td>
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<tr>
<td></td>
<td>• Get smarter at using the “language of power”</td>
<td>• Read multiple books about the same topic</td>
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<td>• Let your kids see you reading</td>
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<td></td>
<td></td>
<td>• Talk to your children; read to your children; listen to your children; sing with your children; make up silly rhymes and word games with your children</td>
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## CCSS Mathematics Shifts in Instruction for Students and Parents

<table>
<thead>
<tr>
<th>Shift</th>
<th>Students Must...</th>
<th>Parents Can...</th>
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<tbody>
<tr>
<td>Learn more about less</td>
<td>• Spend more time on fewer concepts.</td>
<td>• Know what the priority work is for your child for their grade level.</td>
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<tr>
<td></td>
<td></td>
<td>• Spend time with your child on priority work.</td>
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<tr>
<td>Skills across grades</td>
<td>• Keep building on learning year after year.</td>
<td>• Be aware of what your child struggles with last year and how that will affect learning this year.</td>
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<tr>
<td>Speed and accuracy</td>
<td>• Spend time practicing lots of problems on the same idea.</td>
<td>• Push children to know/memorize facts.</td>
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<td>• Know all of the fluencies your child should have and prioritize learning of the ones they don’t.</td>
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<tr>
<td>Know it/Do it! Notice whether</td>
<td>• Understand why the math works. Make the math work.</td>
<td>• Notice whether your child really knows why the answer is what it is.</td>
</tr>
<tr>
<td></td>
<td>• Talk about why the math works.</td>
<td>• Provide time for your child to work hard with math at home.</td>
</tr>
<tr>
<td></td>
<td>• Prove that they know the math works.</td>
<td>• Get smarter in the math your child needs to know.</td>
</tr>
<tr>
<td>Real world</td>
<td>• Apply math in real world situations.</td>
<td>• Ask your child to do the math that comes up in your daily life.</td>
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<tr>
<td></td>
<td>• Know which math to use for which situation.</td>
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</tr>
<tr>
<td>Think Fast/Solve Problems</td>
<td>• Be able to use core math facts fast.</td>
<td>• Make sure your child is practicing the math facts that he/she struggles with.</td>
</tr>
<tr>
<td></td>
<td>• Be able to apply math in the real world.</td>
<td>• Make sure your child is thinking about math in real life.</td>
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## Successful Practices and Indicators

<table>
<thead>
<tr>
<th>Successful Practice</th>
<th>Indicators</th>
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| Demonstrates Grit/Perseverance                           | • Overcomes obstacles  
• Tries hard even after experiencing failure  
• Stays committed to goals and projects (long term)  
• Keeps working hard even when s/he feels like giving up  
• Stays committed to work until it is completed |
| Exhibits a Growth Mindset                                | • Reflective  
• Believes effort is essential for success  
• Stays motivated, even when things are challenging  
• Believes that s/he can improve in areas that are difficult |
| Demonstrates Gratitude                                   | • Is aware of what other people have done for him/her  
• Expresses appreciation (e.g. says “Thank you”)  
• Reciprocates by doing something nice for someone else |
| Demonstrates Curiosity                                   | • Is excited to discover and explore new concepts or things  
• Asks questions that help him/her improve learning  
• Is interested in learning new things  
• Seeks to understand concepts |
| Constructively Collaborates                              | • Is able to find solutions when disagreements arise  
• Demonstrates that s/he cares about the feelings of others  
• Adapts to different groups and situations |
| Demonstrates Self Discipline – Interpersonal             | • Remains calm even when provoked by others  
• Is courteous to adults and peers  
• Allow others to speak without interrupting |
| Demonstrates Self Discipline – School Work and Homework   | • Comes to school/class prepared  
• Remembers and follows directions  
• Gets to work immediately  
• Stays focused and is able to resist distractions |

The Successful Practices are researched based practices that can impact student success as much as academic attainment. The scale below is based on frequency of observing desired behaviors.

<table>
<thead>
<tr>
<th>Always = A</th>
<th>Often = O</th>
<th>Sometimes = S</th>
<th>Rarely = R</th>
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*How Children Succeed*, Paul Tough  
Adapted from Character Growth Card
What are the Common Core State Standards?

California is upgrading our education system. The Common Core State Standards (CCSS) are designed to prepare children for the future by teaching them the real-world skills needed for career and college. Students will learn more and in a more coherent way. One major benefit of the Common Core is to have each state’s goals for English and math be similar enough, grade by grade, so that if families move from one state to another their children will have access to the same lessons.

We frequently hear that our students don’t measure up internationally. These new standards are also internationally benchmarked. When developing the new Common Core State Standards, planners benchmarked the new standards to those countries like Singapore, Finland and China where students are highly successful.

Why are we making these changes?

Across the country, there was a great sense that we could do better for our children. California’s original standards, though very rigorous, were 15 years old and did not focus enough on preparing students to be college and career ready when they left high school. Employers were telling the education community that our old standards did not focus enough on 21st century job skills. With these new standards, students have a distinguishable pathway from kindergarten through 12th grade for learning vital foundational skills.

What will be different now for students and teachers?

With the Common Core, students learn material at greater depth so that they are able to use and apply the information. For example, students will be taught to read informational text, write supporting arguments and do mathematics beyond simple calculations. These new sets of standards are coherent across the grade levels and focus on what students need to be successful in college and career.

Teachers can look forward and backwards and see what students have learned in specific areas and grades and build on that to determine what students are expected to know in specific areas.

Why do we need to change the report card?

In order to give parents/guardians and students accurate information about how students are progressing toward the standards, we need a report card that is aligned to the CCSS. We have created a CCSS aligned report card that we are piloting. In other words, we want feedback from teachers, principals, and parents/guardians as they interact with the report card during the school year. We will be conducting two surveys during the year. The feedback we collect will help inform the needed changes for full implementation of the report card in the 2015-2016 school year.
The following talking points can be used flexibly— as a source of themes for longer written pieces, as short responses in media interviews or public appearances, or as set-ups to "pre-frame" a conversation on specific policy or program proposals. Each pulls from rigorously tested messages that have been shown to shift thinking away from common but unproductive ways of thinking about education, and to build the public's support for more effective approaches to teaching and learning. They need not be used word-for-word, but when adapting, communicators should take care when adapting to maintain the core frame elements in each.
Talking Points: Common Core State Standards Implementation in California

- We don't know what tomorrow's jobs will be, but we do know that our future depends on a strong workforce and today's schools have to prepare kids to be part of it. Our state needs a school system that prepares students for the modern economy by building the critical thinking, and problem solving skills that can be applied in any context. That's the idea behind the Common Core standards; they are guidelines that will help schools focus on that kind of deeper, richer, more applicable learning.

- For California to continue to be a center of innovation and leadership, we need our schools to prepare students who are ready for a complex and unpredictable future. Preparing for the surprises and opportunities ahead requires adding new skills to the traditional curriculum. That includes updating the ways we teach literacy and mathematics. The Common Core State Standards are an important tool in this effort. They are a focused set of up-to-date learning goals that work step-by-step, at each grade level, up to what the modern world expects to what students need to learn at each grade level in order to become active participants in our communities and workplaces.

- We live in a constantly changing, information-saturated world. In order for students to grow into adults who can successfully navigate this world, young people have to learn how to use information like cooks use ingredients. This means learning the qualities of good information, where it comes from, what it can be used for, and how to use it in multiple contexts. That kind of learning, like learning to cook, comes from hands-on experiences, opportunities to experiment and make mistakes, and opportunities to refine and try new approaches. Done right, the CESS point our schools toward emphasizing this kind of learning.

- Everyone who knows California's schools knows that there are many wonderful things going on them, as well as many areas that need to be improved. Just as to maintain the value of a house, it needs ongoing maintenance and periodic updates, our school system is due for a renovation. We're certainly not alone in this - the Common Core State Standards have started conversations across the country about where to focus the remodeling efforts so that our nation's schools are better suited to meet our current needs. So, we are working to keep what's valuable and working well, and to update or change what's not. Here in California, where we know a thing or two about retrofits, we have done a great job of bringing in everyone who needs to be involved in this ambitious project. Local school boards, the state department of education, teachers, administrators, parents, and other partners across the state are working together from a common blueprint. Remodeling is hard work and it always involves some dust, noise, and inconvenience – but if we do this right, the improvements will make teaching and learning more effective, which is important for our continued civic and economic progress.
Talking Points: Common Core State Standards Implementation in California

• If we want this update to work well in the incredible diversity of learning environments we have across the state, the master craftspeople in this Common Core State Standards remodeling project have to be the people closest to the work – teachers and the local district administrators who support them. They are in the best position to gather ideas and input from families and students. And because the standards aren't a curriculum, but simply a set of consistent learning goals, we need teachers to make decisions about the best, most relevant ways for their students to reach those goals. We can't treat teachers as if they're just installing pre-fab learning experiences; if want all students to develop their particular skills and talents, these have to be custom jobs. To do this kind of careful work, we need to make sure that educators have the right tools and supports in place as they build learning experiences for our students. They need scaffolding to succeed in this project. That scaffolding comes in many shapes and sizes, from the policies at district level to the leadership within their buildings to the resources made available by the community.

• Remodeling projects require resources- time, money, planning, and expertise. Cutting corners during a renovation will lead to long-term problems down the line. Implementation of the Common Core State Standards must be adequately funded so that communities have what they need to succeed. The preparation, resources, and materials necessary to implement these new standards and the assessments that go with them are a necessary and worthy investment.

• Response to a publicized problem: It's important to think about this in a level-headed way. Let me give you an analogy. We're in the midst of a major renovation of our school system- updating the design of curriculum and instruction so we can focus on making sure that we maximize the potential of all children in California. In any remodeling job, there's bound to be dust, noise, and inconvenience – but it is all worth it in the end. In this instance, I understand the concern and I want to reassure you that we are working to get it right. At the same time, educators need patience and understanding as they work through these major updates in a step-by-step fashion. We're not at the last step yet- but we're getting there. Pardon our dust!
WHY ARE ACADEMIC STANDARDS IMPORTANT?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child's knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children's success. But standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

HOW CAN I HELP MY CHILD?

You should use this guide to help build a relationship with your child's teacher. You can do this by talking to his or her teacher regularly about how your child is doing—beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

THIS GUIDE INCLUDES

- An overview of some of the key things your child will learn in English/literacy and math in 5th grade
- Ideas for activities to help your child learn at home
- Topics of discussion for talking to your child's teacher about his or her academic progress
In 5th grade, your child will read widely and deeply from a range of high-quality, increasingly challenging fiction and nonfiction from diverse cultures and time periods. Building knowledge about subjects through research projects and responding analytically to literary and informational sources will be key to your child's continuing success. Your child will write stories or essays that are several paragraphs long. By devoting significant time and effort to producing numerous written pieces over short and extended timeframes throughout the year, he or she also will gain control over many conventions of grammar, usage, and punctuation as well as learn ways to make himself or herself understood.

A Sample of What Your Child Will Be Working on in 5th Grade

- Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas
- Identifying and judging evidence that supports particular ideas in an author's argument to change a reader's point of view
- Integrating information from several print and digital sources to answer questions and solve problems
- Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view
- Writing stories, real or imaginary that unfold naturally and developing the plot with dialogue, description, and effective pacing of the action
- Coming to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas)
- Reporting on a topic or presenting an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate
- Expanding, combining, and reducing sentences to improve meaning, interest, and style of writing
- Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore
- Producing writing on the computer

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 5th grade, these include:

- Reading closely and drawing evidence from grade-level fiction and nonfiction materials, including the ability to quote accurately from them when answering questions
- Adjusting communications to accomplish a particular purpose (e.g., providing more background information for audiences who do not know the topic well)

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?
Help Your Child Learn at Home

Learning does not end in the classroom. Children need help and support at home to succeed in their studies. Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters, or other distractions.

You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. By taking these small steps, you will be helping your child become successful both in and outside the classroom.

Additionally, here are some activities you can do with your child to support learning at home:

### English Language Arts & Literacy

- Invite your child to read his or her writing out loud to other family members. Ask questions about your child’s word choices and ideas.
- Discuss your family stories and history. Encourage your child to ask relatives questions about their lives. Put the information together in an album or brainstorm different ways to tell family tales, such as poems or short stories.
- Go to a play or musical with your child. Discuss the way the actors bring the words to life.

### Mathematics

Look for up word problems in real life. Some 5th grade examples might include:

- Doing arithmetic with decimals, for example when balancing a checkbook.
- Multiplying with fractions, for example, if you used about \* of a \*-cup measure of vegetable stock, then how much stock did you use? About how much is left?
- Using the length, width, and depth of a garden plot to determine how many bags of garden soil to buy.

For more information, the full standards are available at www.corestandards.org.
Fifth grade is a milestone and a pivot point for students. The classroom focus on arithmetic during the elementary grades will develop into a more formal study of algebra in middle school. To be ready for algebra, students must have an understanding of fractional arithmetic, in part because even simple equations cannot be solved without fractions. Because of this, whole-number arithmetic comes mostly to a close in 5th grade, while multiplying and dividing fractions becomes a major focus.

A Sample of What Your Child Will Be Working on in 5th Grade

- Adding and subtracting fractions with unlike denominators (e.g., $2\frac{3}{4} - 1 \frac{1}{3}$) and solving word problems of this kind
- Multiplying fractions; dividing fractions in simple cases; and solving related word problems (e.g., finding the area of a rectangle with fractional side lengths; determining how many $\frac{1}{8}$ cup servings are in 2 cups of raisins; determining the size of a share if 9 people share a 50-pound sack of rice equally or if 3 people share a pound of chocolate equally)
- Generalizing the place-value system to include decimals and calculating with decimals to the hundredths place (two places after the decimal)
- Multiplying whole numbers quickly and accurately for example $1,638 \times 753$, and dividing whole numbers in simple cases, such as dividing $6,971$ by $63$
- Understanding the concept of volume, and solving word problems that involve volume
- Graphing points in the coordinate plane (two dimensions) to solve problems
- Analyzing mathematical patterns and relationships

Keeping the conversation focused.

When you talk to the teacher do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 5th grade these include:

- Multiplying and dividing fractions and solving related word problems
- Decimals (concepts and arithmetic)
- Volume (concepts and problem-solving)

Ask to see a sample of your child’s work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?