

## STANDARD 4

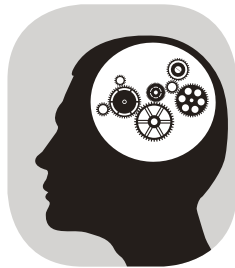
### Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

#### WHAT DOES IT MEAN?

This means students are responsible for their own learning. They are expected to know what they are learning, how they are learning, and how to set goals for their own learning.

#### HOW CAN YOU HELP YOUR CHILD?

- ▶ Have a conversation with your child about what is being taught, how it is being taught, and why the topic is important.
- ▶ Have your child make a chart of strengths and areas needing improvement. Set academic goals with your child and monitor progress.  
**Examples:** If you set the goal to read one chapter a night for homework, have your child track his/her progress on a chart, notebook, or calendar.
- ▶ Visit your Infinite Campus Parent Portal to see your child's grades, attendance, academic progress, reports, etc. Use this information to set goals with your child.
- ▶ When your child is curious about something, work together to find the answer by doing computer searches and using resources at home or the library. Show your child the process you use to find answers to what you don't know.



## STANDARD 5

### Assessment is Integrated into Instruction

#### WHAT DOES IT MEAN?

This means students are continuously being monitored to make sure they are learning the concepts being taught. Students can explain what they are learning and why.

#### HOW CAN YOU HELP YOUR CHILD?

- ▶ Track your child's progress using Infinite Campus. If your child is missing or failing assignments, set a goal with your child to complete assignments and improve grades.
- ▶ Return progress reports sent home and include a note to the teacher with any questions you may have.
- ▶ Before a test, set a plan to review notes. Ask questions from the notes and have your child write questions that might be on the test. After a test, talk with your child about the process and results.
- ▶ Communicate with your child's teacher on an ongoing basis and involve the child in the plan for learning.  
**Example:** Use daily or weekly planner for communication with the teacher.
- ▶ Check your school's website from [ccsd.net](http://ccsd.net) and the **FACES** website ([faces.ccsd.net](http://faces.ccsd.net)) for available learning tools and important test dates.



GAC 3918.18

# Family Guide



## to Helping Students at Home

# FACES

FAMILY AND COMMUNITY ENGAGEMENT SERVICES



(702) 799-0303



[faces@nv.ccsd.net](mailto:faces@nv.ccsd.net)



[faces.ccsd.net](http://faces.ccsd.net)



[facebook.com/ccsdfaces](https://facebook.com/ccsdfaces)



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**CCSD**  
CLARK COUNTY  
SCHOOL DISTRICT

## STANDARD 1

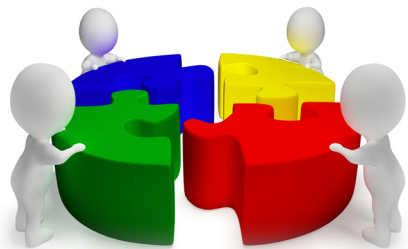
### New Learning is Connected to Prior Learning and Experience

#### WHAT DOES IT MEAN?

This means before a student is taught something new, it is best to connect the new concept with something the student has already experienced. This makes new learning more meaningful.

#### HOW CAN YOU HELP YOUR CHILD?

- ▶ Ask your child to tell you what he/she learned and why it is important.
- ▶ Provide your child with life experiences to extend specific learning in school. Take your child to the grocery store, museum, movie theater, park, garden center, etc.
- ▶ Go to the library and check out books that interest your child.
- ▶ Use technology to research different topics with your child; find videos about the topic; and talk about your knowledge of the subject.
- ▶ Encourage your child to speak in complete thoughts.  
**Examples:**  
“Today I did \_\_\_\_\_.”  
“Something new I learned was \_\_\_\_\_.”
- ▶ Have your child start a list of new information that has been learned about a topic and add to it daily.



## STANDARD 2

### Learning Tasks Have High Cognitive Demand for Diverse Learners

#### WHAT DOES IT MEAN?

This means students are getting appropriate academic work, but are challenged to reason, remember, understand, and solve problems.

#### HOW CAN YOU HELP YOUR CHILD?

- ▶ Have your child explain the reasoning behind an answer or describe the reason a specific answer was chosen.  
**Examples:** “How did you solve that math problem?” “Explain how you completed your science project.”
- ▶ Have your child explain the process used to solve a problem by showing you visuals, objects, drawings, etc.
- ▶ Ask your child to answer questions such as “who, what, where, when, why,” and “how” instead of “yes” or “no” questions.  
**Examples:** “Why does the character act this way?” “Can you compare and contrast this story to another you have read?” “Describe how water evaporates.”
- ▶ Play age-appropriate games, riddles, and puzzles that involve problem-solving strategies.  
**Examples:** Crossword puzzles, word searches, trivia, Checkers, Hangman, Uno, Sorry, matching games, etc.
- ▶ Research assigned vocabulary words and use your native language to help your child understand the meaning of those words.

## STANDARD 3

### Students Engage in Meaning-Making Through Discourse and Other Strategies

#### WHAT DOES IT MEAN?

This means students are given the opportunity to stop and talk about what they will be learning; what they are learning; and what they have learned. This helps students make meaning of what they are learning.

#### HOW CAN YOU HELP YOUR CHILD?

- ▶ Have two-way conversations with your child that include asking questions, providing details, and describing similarities and differences.  
**Examples:** Talk about prices while shopping; describe ingredients; and the steps involved while making dinner.
- ▶ Encourage your child to use writing as a way to communicate thoughts on what is learned.
- ▶ Talk with your child when watching a TV program or reading a book.  
**Examples:** Ask about their favorite character, where the story is taking place, and what is happening in the story.
- ▶ Involve your child in home projects.  
**Examples:** When fixing something around the house, explain what you are doing, and why. Ask your child for ideas on how to fix it, and to predict how it could be fixed before you explain it.
- ▶ Avoid asking questions that can be answered with one word.  
**Examples:** “Tell me about....” “What do you think....” “Would you rather....” “What is something....”