Common Core Standards

Want to learn more about the CCSS?

Visit the Common Core State Standards website at

www.corestandards.org

There you can find:

*The complete listing of the English Language Arts & Mathematics standards for each grade level.

*Which 45 of the 50 states have adopted the CCSS

*Resources

SCHOOL DISTRICT OF HOLMEN
HOLMEN, WISCONSIN

A Parent Guide to Understanding Common Core State Standards Report Card

Grade 1

English Language Arts

How do I use this booklet to help me understand my child's report card?

You may have noticed that our report card looks very different this year. The new elementary report card is a standards based report card. This booklet informs you on the new standards the state has adopted. This book has each standard listed, and then in smaller font next to it in *italics* you will find the condensed language we selected to use on the report card (*RC*) to capture the skills within each standard. Here is an example of what you will see on the report card and how to find those standards in this document.

The Report Card:

FOUNDATIONAL SKILLS	T1	T2	T3	T4
Demonstrates foundational skills though the concepts of print				
Demonstrates skills through the use of phonological awareness				
Demonstrates skills by applying phonics & word recognition				
Reads with sufficient accuracy/fluency in grade level text				

This booklet:

Foundational Skills

Print Concepts *(RC: Demonstrates foundational skills through the concepts of print)*
- ♦ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

For even more information and to view a more in depth parent guide with sample questions, please visit:

www.holmen.k12.wi.us
Departments tab-Instructional Services tab-Curriculum & Grading Information

Sample Assessment questions from our district common assessments

Name two **characters** in the passage:
*
*

List two **settings** from the passage:
*
*

Describe two **major events** from the passage:
*
*

Write two words that describe Max
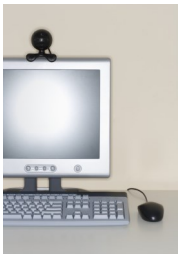*
*

What does Max like to play with?
a. a stick   b. a slipper

c. a bone   d. a ball

Circle a **noun** in the sentence: Jen has a brown dog.

Which one is a sentence? Circle your answer:
She sees the cats.
Sees the cat
The cat.

How is my child being assessed in these standards?

During the 2012-2013 school year, classroom teachers from across the district met for several days to develop units of study that aligned to the Common Core State Standards. Upon completion of each unit, teachers created common summative assessments which will measure a student's understanding of the standards in the unit. Students will take these assessments at the end of each unit, and teachers will review student data to ensure that students are meeting the CCSS. Along with the data collected from the district common assessments, classroom observations, daily work, & other measures are then taken into consideration when reporting a grade on each anchor standard.

If you have more questions on the Common Core, please contact your child's teacher or the Instructional Services Department.

School District of Holmen-Instructional Services

Director of Instruction

Wendy Savaske   savwen@holmen.k12.wi.us

District Reading Specialist

Amy Stoeckly   stoamy@holmen.k12.wi.us

COMMON CORE
STATE STANDARDS
W I S C O N S I N

When did Wisconsin adopt these standards?

In June, 2010, Wisconsin adopted the internationally benchmarked Common Core State Standards (CCSS) for Mathematics & English Language Arts. Wisconsin also adopted Standards for Literacy in All Subjects.

These standards provide the framework for a new assessment system beginning in 2014-15.

Reading Literature

Key Ideas & Details
* With prompting & support, asks & answers questions about key details
* With prompting & support, retells stories including key details
* With prompting & support, identifies characters, settings & major events

Craft & Structure
* Identifies words & phrases that suggest feelings or senses
* Explain the difference between books that tell stories & those that give information
* Identify who is telling the story at various points in a text

Integration of Knowledge & Ideas
* Use illustrations & details in a story to describe its characters, setting, or events.
* Compare & contrast the adventures & experiences of characters in stories.

Range of Reading & Level of Text Complexity
* With prompting & support, read prose & poetry appropriate for grade 1.

Speaking & Listening

Comprehension & Collaboration
* Participate in collaborative conversations with partners, peers & adults in small & larger groups by:
  – Following agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time).
  – Building on others' talk in conversations by responding to the comments of others through multiple exchanges.
  – Asking questions to clear up any confusion about the topics & texts under discussion.
* Ask & answer questions about key details in a text read aloud or information presented orally or through other media.
* Ask & answer questions about what a speaker says in order to gather additional information or clarify something.

Presentation of Knowledge & Ideas
* Describe people, places, things, & events with relevant details, expressing ideas & feelings clearly.
* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, & feelings.
* Produce complete sentences when appropriate to task & situation.

Language

Conventions of Standard English
* Use English grammar & usage when writing or speaking by:
  - Print all upper- & lowercase letters
  - Correctly uses nouns, pronouns, verbs, adjectives
  - Produce & expand complete sentences
* Use correct capitalization, punctuation, & spelling when writing by:
  - Capitalizing dates & names
  - Use end punctuation & commas within a sentence
  - Spell untaught words they way they sound

Vocabulary Acquisition & Use
* Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on context clues, prefix or suffix, or root words.
* With guidance & support from adults, demonstrate understanding of word relationships & nuances in word meanings.
* Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
* Define words by category & by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
* Identify real-life connections between words & their use (e.g., note places at home that are *cozy*).
* Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) & adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
* Use words & phrases acquired through conversations, reading & being read to, & responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Informational Text

Key Ideas & Details
* Ask & answer questions about key details in a text.
* Identify the main topic & retell key details of a text.
* Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft & Structure
* Ask & answer questions to help determine or clarify the meaning of words & phrases in a text.
* Know & use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
* Distinguish between information provided by pictures or other illustrations & information provided by the words in a text.

Integration of Knowledge & Ideas
* Use the illustrations & details in a text to describe its key ideas.
* Identify the reasons an author gives to support points in a text.
* Identify basic similarities in & differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading & Level of Text Complexity
* With prompting & support, read informational text appropriate for grade 1.

Foundational Skills

Print Concepts

* Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

* Demonstrate understanding of spoken words, syllables, & sounds (phonemes) by:
  – Distinguishing long from short vowel sounds in spoken single-syllable words.
  – Orally produce single-syllable words by blending sounds including consonant blends.
  – Isolate & pronounce initial, medial vowel, & final sounds in spoken single-syllable words.
  – Segment spoken single-syllable words into their complete sequence of individual sounds.

Phonics & Word Recognition

* Know & apply grade-level phonics & word analysis skills in decoding words by:
  – Knowing the spelling-sound correspondences for common consonant digraphs.
  – Decoding regularly spelled one-syllable words.
  – Knowing final -e & common vowel team conventions for representing long vowel sounds.
  – Using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  – Decoding two-syllable words following basic patterns by breaking the words into syllables.
  – Reading words with inflectional endings.
* Recognizing & reading grade-appropriate irregularly spelled words.

Fluency

* Read with sufficient accuracy, fluency, & expression to support comprehension.
* Use context to confirm or self-correct word recognition & understanding, rereading as necessary.

Writing

Text Types & Purposes

* Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, & provide some sense of closure.
* Write informative/explanatory texts in which they name a topic, supply some facts about the topic, & provide some sense of closure.
* Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, & provide some sense of closure.

Production & Distribution of Writing

* With guidance & support, focus on a topic, respond to questions & suggestions from peers, & add details to strengthen writing as needed.
* With guidance & support, use a variety of digital tools to produce & publish writing, including in collaboration with peers.

Research to Build & Present Knowledge

* Participate in shared research & writing projects (e.g., explore a number of "how-to" books on a given topic & use them to write a sequence of instructions).
* With guidance & support from adults, recall information from experiences or gather information from provided sources to answer a question.