

A Parent Guide to Understanding the English Language Arts Common Core State Standards

School District Of Holmen

COMMON CORE

STATE STANDARDS INITIATIVE



Grade

1



This information is to help parents/guardians understand the English Language Arts (ELA) sections of the report card.

General Information About the English Language Arts Common Core State Standards

Six literacy strands are the framework for the English Language Arts Common Core State Standards. This document is to help you as a parent understand what the English Language Arts (ELA) standards require students to be proficient in at by the end of the grade level. The CCSS ensure that your student will have literacy skills built upon each year with increase academic rigor so that your child will be prepared upon graduation to successfully enter college or career path with all the necessary literacy skills.

Your child's teacher will use many methods to evaluate progress. These methods include formal and informal assessments, classroom observations, homework, class work, and class participation. This careful attention to specific areas of achievement will also allow us to better determine instructional strategies that can improve your child's success in meeting the standards. The Standards for English Language Arts are divided into six learning strands with each described below.

Foundational Skills

The Standards for Foundational Skills are designed to develop proficient readers. They are directed toward fostering students' understanding of concepts of print (ex: how we read from left to right) the alphabetic principle (ex: letters have sounds), and other basic conventions of the English writing system.



When did Wisconsin adopt these standards?

In June, 2010, Wisconsin adopted the internationally benchmarked Common Core State Standards for Mathematics and 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.



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 and Mathematics standards for each grade level.
- Which 45 of the 50 states have adopted the CCSS
- Resources

More about the English Language Arts standards...

Reading Literature & Informational Text

The Common Core State Standards emphasize a balance between reading informational (also called expository or non-fiction text) and literary text (also called narrative or fiction) intended to prepare our students for the demands and the reality of college and career expectations. The standards for both Reading Literature and Reading Informational text have the same framework of **Key Ideas and Details** (asking and answering questions about the key ideas and details), **Craft and Structure** (how the author constructed the text (e.g., compare/contrast) and the message it sends), **Integration of Ideas and Knowledge** (using pictures and words to describe what was read), and lastly, **Text Complexity** (reading and comprehending grade level text). Through extensive reading of quality literature from a variety of genres: stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that gives them the background to be better readers in all subjects. Students also acquire the habits of reading independently and closely (citing evidence from the text), which are essential to their future success.

Writing

Each year in their writing, students demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax (rules that govern sentence structure) to the development and organization of ideas. To build a foundation for college and career readiness, students learn to use writing as a way of offering and supporting their opinions. Students write stories that are imagined or that happen really happened to them. They build knowledge on a subject through research projects and learn to respond to literary and informational sources. Students also write to explain how to do



Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

something. To meet these goals, students devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Speaking and Listening

Students have opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate and relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas when discussing reading and writing.

Vocabulary Usage

Separate language indicators assess students' abilities to demonstrate control over the conventions of standard English grammar, usage, and mechanics (spelling and punctuation), and ways to use language to convey meaning effectively. These skills are measured through reading, writing, listening and speaking activities in reading and/or writing class. Students demonstrate ability to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use, and expand their vocabulary.

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 booklet 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 through 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).

What do the standards look like for my first grade student?

Foundational Skills

Print Concepts *(RC: Demonstrates foundational skills through concepts of print)*

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

Phonological Awareness *(RC: Demonstrates skills through the use of phonological awareness)*

- ❖ Demonstrate understanding of spoken words, syllables, and 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 and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
 - Segment spoken single-syllable words into their complete sequence of individual sounds.

Phonics and Word Recognition *(RC: Demonstrates skills by applying phonics & word recognition)*

- ❖ Know and apply grade-level phonics and word analysis skills in decoding words by:
 - Knowing the spelling-sound correspondences for common consonant digraphs (that ch says “ch”).
 - Decoding regularly spelled one-syllable words.
 - Knowing final -e and 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 and reading grade-appropriate irregularly spelled words.

Fluency *(RC: Reads with sufficient accuracy/fluency in grade level text)*

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



Print Concepts examples

- Can point to first word in a sentence
- Knows first word in a sentence is capitalized
- Knows sentence always has an end mark.

Phonological Awareness examples

- Knows how to isolate letter sounds when sounding out words
- Knows how to blend sounds together to produce a word orally

Phonics and Word Recognition examples

- Knows that the letters ch, say /ch/. Other examples include th, sh, wh, etc.
- Spell words like cat, mom, and stop
- Ability to break words into parts: go-ing, bet-ter, stop-ped
- Read and spell irregularly spelled words such as the, said, were, etc.

Fluency examples

- Reads words correctly as printed on the page
- Reads page smoothly and changes voice reflecting the comma or end mark (question mark or exclamation)
- Rereads a word while reading recognizing that the word does not make sense in the sentence or recognizing that the word was not pronounced correctly

Reading Literature

Key Ideas and Details *(RC: Reads literature/informational text using key ideas & details)*

- ❖ With prompting and support, asks and answers questions about key details
- ❖ With prompting and support, retells stories including key details
- ❖ With prompting and support, identifies characters, settings, and major events

Craft and Structure *(RC: Reads literature/informational text identifying craft & structure)*

- ❖ Ask and answer questions about unknown words
- ❖ Recognize common types of text (poems, storybooks)
- ❖ With prompting and support, name the author, illustrator of a story and define the role of each

Integration of Knowledge & Ideas *(RC: Reads literature/informational text integrating knowledge & ideas)*

- ❖ Use illustrations and details in a story to describe its characters, setting, or events.
- ❖ Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity *(RC: Reads & comprehends grade level text)*

- ❖ With prompting and support, read prose and poetry appropriate for grade 1.

Key Ideas and Details Example	Craft and Structure Example	Integration of Knowledge & Ideas Example
<p>Students retell stories, including key details, and show that they understand the lesson or moral of a story.</p> <p>The story was about a boy who lied a lot and at the end no one believed him when he really had a problem.</p>	<p>Students identify who is telling the story at various points in a text.</p> <p>The story was told by Goldilocks.</p>	<p>Students use pictures and the words on the page to describe what is happening in the story.</p>  <p>And she was still there!</p> <p>When the bears got home they found Goldilocks in Baby Bear's bed.</p>

Reading Informational Text

Key Ideas and Details *(RC: Reads literature/informational text using key ideas & details)*

- ❖ Ask and answer questions about key details in a text.
- ❖ Identify the main topic and retell key details of a text.
- ❖ Describe the connection between two individuals, events, ideas, or pieces of information in a text.



Craft and Structure *(RC: Reads literature/informational text identifying craft & structure)*

- ❖ Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- ❖ Know and 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 and information provided by the words in a text.

Integration of Knowledge & Ideas *(RC: Reads literature/informational text integrating knowledge & ideas)*

- ❖ Use the illustrations and 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 and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity *(RC: Reads & comprehends grade level text)*

- ❖ With prompting and support, read informational text appropriate for grade 1.

Key Ideas and Details Example	Craft and Structure Example	Integration of Knowledge & Ideas Example
<p>Students tell about two pieces of text read and how they connect.</p> <p>Both things I read told me about how dogs can help people.</p>	<p>Students use a table of contents to find information.</p> <p>Your puppy is hungry. Where in the book should you look to find out what to buy your puppy to eat?</p> <p>Table of Contents Shelters for dogs.....2 Puppy Food.....3 Visiting the vet.....4</p>	<p>Students use pictures and the words on the page to describe what is happening in two articles read.</p> <p>What was the same was... What was different was...</p>

Writing

Text Types and Purposes *(RC: Uses text types for various purposes to compose a written piece)*

- ❖ 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, and provide some sense of closure.
- ❖ Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and 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, and provide some sense of closure.

Production and Distribution of Writing *(RC: Produces/shares multiple writings)*

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

Research to Build and Present Knowledge *(RC: Collects research to build/present knowledge via various writings)*

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

Text Types and Purposes Example	Production & Distribution of Writing Example	Research to Build Present Knowledge Example
<p>Students write to tell information.</p> <p>Chickens are oviparous animals. That means they lay eggs. The mother sits on the eggs to keep them warm. I learned that it takes only 21 days for the baby chicken to grow. The baby bird uses its beak to break out of the egg.</p>	<p>Students use digital tools to publish writing.</p> <p>With the support of an adult, the students could create a power point or other digital story book creator.</p>	<p>Students use pictures and the words on the page to describe what is happening in two articles read.</p> <p>What was the same was both talked about how people are hurting rainforest animals.</p> <p>What was different was in Time for Kids I learned that when we cut forests we may also be hurting ourselves because of killing plants that we can use for medicine.</p>



Speaking and Listening

Comprehension and Collaboration *(RC: Uses speaking/listening skills to comprehend & collaborate w/ others)*

- ❖ Participate in collaborative conversations with partners, peers and adults in small and 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 and texts under discussion.
- ❖ Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- ❖ Ask and answer questions about what a speaker says in order to gather additional information or clarify something.

Presentation of Knowledge and Ideas *(RC: Uses speaking/listening skills to present knowledge & ideas)*

- ❖ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- ❖ Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- ❖ Produce complete sentences when appropriate to task and situation.

Language

Conventions of Standard English *(RC: Demonstrates understanding of conventions of English grammar)*

- ❖ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print all upper- and lowercase letters,
 - Correctly uses nouns, pronouns, verbs, adjectives
 - Produce and expand complete simple and compound sentences in response to prompts.
- ❖ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Comprehension and collaboration examples

- Follows discussion rules developed by class
- Adds on to other student’s ideas
- Asks and answers questions about the text or what others said

Presentation of Knowledge and Ideas examples

- Knows how to clearly tell about people, places and things, or events
- Drawings made match student’s writing or ideas shared



Conventions of Standard English examples

- Simple sentence: I went to the store.
- Compound sentence: We were out of food, so mom and I went to the store.

Language continued...

Vocabulary Acquisition and Use (RC: Acquires & uses grade appropriate vocabulary & phrases)

- ❖ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on context clues, affixes, or root words.
- ❖ With guidance and support from adults, demonstrate understanding of word relationships and 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 and 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 and 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*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
- ❖ Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

**Vocabulary Acquisition and Use examples**

-Knows some affixes: Prefixes such as re- or un- and suffixes such as -ly, or -able

-Uses words acquired through conversation: "I know that watermelon is *delicious* because it is sweet and juicy."



How is my student being assessed on 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 then created common summative assessments all teachers in the grade that teach reading will implement that assessment. Along with the data collected from the district common assessments, classroom observations, daily work, and 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.

Thank you. We hope you found this information helpful in understanding how we are preparing your child for their future.



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This document along with other CCSS information, and our CCSS aligned report cards can be found at

www.holmen.k12.wi.us

Departments tab-Instructional Services tab-Curriculum & Grading Information tab



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STATE STANDARDS
W I S C O N S I N

The Mission of the CCSS

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

