

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

School District Of Holmen

COMMON CORE

STATE STANDARDS INITIATIVE



Grade

4



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 skills by applying phonics & word recognition				
<i>Reads with sufficient accuracy/fluency in grade level text</i>				

This Booklet:

Foundational Skills

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:
 - Using combined knowledge of all letter-sound correspondences, syllabication, patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

Foundational Skills

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:
 - Using combined knowledge of all letter-sound correspondences, syllabication, patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

- ❖ Read with sufficient accuracy and fluency to support comprehension by:
 - Reading grade-level text with purpose and understanding
 - Reading grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - Using context to confirm or self-correct word recognition and understanding, rereading as necessary.



Phonics and Word Recognition examples

- Knows word analysis skills:
 - *All letter-sound correspondences such as (ea says /ee/, a_e says /Ā/, ch says /ch/)
 - *Syllabication (breaking words into their chunks: hippopotamus-hip/po/pot/a/mus)
 - *Recognizing morphology (roots/base words with their affixes (pre-, re-, un-, -ly, -ful) to decode/read the word

Fluency examples

- Reads text with the understand of what they will need to do with the information later
- Reads word on the page correctly, smoothly, and changes voice reflecting the comma or end mark (question mark or exclamation). All of these skills become better on re-readings of the same text.
- 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 using key ideas & details)*

- ❖ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ❖ Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- ❖ Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

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

- ❖ Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- ❖ Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- ❖ Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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

- ❖ Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- ❖ Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity *(RC: Reads with sufficient accuracy/fluency in grade level text)*

- ❖ By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Ideas and Details Example	Craft and Structure Example	Integration of Knowledge & Ideas Example
<p>Students describe a character, drawing on specific details from the text.</p> <p>Coyote was tricky animal who tried many things to get the honey he wanted so badly. Cite two details from the story that show how he tried to trick others to get the honey.</p>	<p>Students compare and contrast points of view in different stories.</p> <p>Compare/Contrast how the first story we read told in first person (told by the main character) was the same/different as the story narrated in third person (told by the author).</p>	<p>Students make connections between text and visuals making connections between the two.</p> <p>We just finished reading Roll of Thunder, Hear My Cry, now we are going to watch the video to see what comparisons there are between the mental images your mind created while reading the story and those of the this movie director.</p>

Reading Informational Text

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

- ❖ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ❖ Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ❖ Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.



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

- ❖ Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- ❖ Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- ❖ Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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

- ❖ Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- ❖ Explain how an author uses reasons and evidence to support particular points in a text.
- ❖ Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity *(RC: Reads with sufficient accuracy/fluency in grade level text)*

- ❖ By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Ideas and Details Example	Craft and Structure Example	Integration of Knowledge & Ideas Example
<p>Students explain events base on information in the text.</p> <p>Archaeologists have many different opinions about how the Grand Canyon was discovered. Explain what they think about how the Grand Canyon was discovered. Use at least two details from the passage to support your answer. Type your answer below.</p>	<p>Students determine the meaning of general words or domain specific words.</p> <p>Read this sentence from the passage. When you peer over the edge into the gorge below, you feel your hear beating quickly and a shiver runs through you. Which sentence best describes why the author uses the sentence above? A-to satisfy the reader’s curiosity about what it is like to visit the Grand Canyon B-to share the experience of looking down the Grand Canyon C-to explain the Grand Canyon is old D-to prepare the reader to visit the Grand Canyon.</p>	<p>Students explain how the author uses reasons or evidence to support points in a text.</p> <p>Why does the author use questions throughout the passage? A-to connect the reader to the topic B-to explain the information in the passage C-to introduce new information D-to ask questions the reader can answer</p>

Writing

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

- ❖ Write opinion pieces on topics or texts, supporting a point of view with reasons and information by:
 - Introducing a topic or text clearly, stating an opinion, and creating an organizational structure in which related ideas are grouped to support the writer's purpose.
 - Providing reasons that are supported by facts and details.
 - Linking opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
 - Providing a concluding statement or section related to the opinion presented.
- ❖ Write informative/explanatory texts to examine a topic and convey ideas and information clearly by:
 - Introducing a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - Developing the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
 - Linking ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - Using precise language and domain-specific vocabulary to inform about or explain the topic.
 - Providing a concluding statement or section related to the information or explanation presented.
- ❖ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by:
 - Orienting the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
 - Using dialogue and description to develop experiences and events or show the responses of characters to situations
 - Using a variety of transitional words and phrases to manage the sequence of events
 - Using concrete words and phrases and sensory details to convey experiences and events precisely
 - Providing a conclusion that follows from the narrated experiences or events

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

- ❖ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- ❖ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4)
- ❖ With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.



Writing

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

- ❖ Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- ❖ Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- ❖ Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ❖ Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- ❖ Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing *(RC: Writes for specific tasks, purposes & audiences over time)*

- ❖ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Example of a writing performance task incorporating all of the writing standards

You will now look at your sources, take notes, and plan, draft, revise, and edit your article. Now read your assignment and the information about how your informational article will be scored; then begin your work.

Your assignment:

You are in the science club at school. Write an article that is several paragraphs long for the club's newsletter in which you explain how animals survive in different, and sometimes difficult, environments. Your article will be read by other students, teachers, and parents. Make sure to have a main idea, clearly organize your article, and support your main idea with details from the sources using your own words. Be sure to develop your ideas clearly.

REMEMBER: A well-written informational article:

- has a clear main idea
- is well-organized and stays on the topic
- has an introduction and conclusion
- uses transitions
- uses details from the sources to support your main idea
- develops ideas clearly
- uses clear language
- follow rules of writing (spelling, punctuation, and grammar)

Speaking and Listening

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

- ❖ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly by:
 - Coming to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Following agreed-upon rules for discussions and carry out assigned roles.
 - Posing and responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - Reviewing the key ideas expressed and explaining their own ideas and understanding in light of the discussion.
- ❖ Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ❖ Identify the reasons and evidence a speaker provides to support particular points.

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

- ❖ Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- ❖ Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- ❖ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)



Comprehension and collaboration examples

- Comes to class discussion ready to share information read or studied with a smaller group
- Follows discussion rules
- Adds on to other student's ideas
- Summarize conversations or what was read in their own words
- Can listen to a speaker and identify the key points they share

Presentation of Knowledge and Ideas examples

- Knows how to clearly tell about people, places and things, or events in an oral report
- Audio is added to electronic presentation that include pictures or photos to help better understand the topic being presented
- Understands the difference between talking and writing to friends versus speaking and writing for class or an audience.

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 by:
 - Using relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - Forming and using the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - Using modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - Ordering adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - Forming and using prepositional phrases.
 - Producing complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - Correctly using frequently confused words (e.g., *to, too, two; there, their*).
- ❖ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by:
 - Using correct capitalization.
 - Using commas and quotation marks to mark direct speech and quotations from a text.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Spelling grade-appropriate words correctly, consulting references as needed.

Knowledge of Language *(RC: Applies knowledge of language to understand how it functions)*

- ❖ Use knowledge of language and its conventions when writing, speaking, reading, or listening by:
 - Choosing words and phrases to convey ideas precisely.
 - Choosing punctuation for effect.
 - Differentiating between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).



Conventions of Standard English examples

-Use prepositional phrases (Ex: In the weedy, overgrown garden)

-Recognize and correct run on sentences:

Wrong – I was tired from working **late, I** had to go to class anyway.

Right – I was tired from working **late, but I** had to go to class anyway.

Knowledge of Language examples

-Understands that when writing or speaking for class or an audience correct English grammar must be used. Slang and texting terms are only used with friends.

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 grade 4 reading and content, choosing flexibly from a range of strategies by:
 - Using context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - Using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
 - Consulting reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- ❖ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by:
 - Explaining the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - Recognizing and explain the meaning of common idioms, adages, and proverbs.
 - Demonstrating understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- ❖ Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

**Vocabulary Acquisition and Use examples**

-Can use context as a clue to figure out word meaning (Ex: The sulky has a seat for the driver, a harness to attach to the horse and two wheels with spokes, like bicycle wheels.

-Can explain idioms and adages such as “he is a small fry-meaning he is a little guy”.



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.



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

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

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.



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