

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

School District Of Holmen

COMMON CORE

STATE STANDARDS INITIATIVE



Grade

2



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 | | | | |
| Reads with sufficient accuracy/fluency in grade level text | | | | |

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:
 - Distinguishing long and short vowels when reading regularly spelled one-syllable words

What do the standards look like for my second 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:
 - Distinguishing long and short vowels when reading regularly spelled one-syllable words
 - Knowing spelling-sound correspondences for additional common vowel teams
 - Decoding regularly spelled two-syllable words with long vowels.
 - Decoding words with common prefixes and suffixes
 - Identifying words with inconsistent but common spelling-sound correspondences
 - Recognizing and reading grade-appropriate irregularly spelled words

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 text 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 the difference between long and short vowels in one syllable words: rat, rate
- Spells using correct vowel teams: dream, moon, goal, meet
- Ability to decode prefixes and suffixes: pre-, un-, -ful -ly
- Read irregularly spelled words: half, eyes, learn, won, says, friend

Fluency examples

- Understands the reading may be for pleasure or to gather information, facts
- Reads text correctly, smoothly, and with expression
- Rereads text to self-correct a word read incorrectly or rereads to gain story comprehension

Reading Literature

Key Ideas and Details (RC: Reads literature using key ideas & details)

- ❖ Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- ❖ Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- ❖ Describe how characters in a story respond to major events and challenges.

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

- ❖ Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- ❖ Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- ❖ Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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

- ❖ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- ❖ Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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

- ❖ With prompting and support, read prose and poetry appropriate for grade 2.

| Key Ideas and Details Example | Craft and Structure Example | Integration of Knowledge & Ideas Example |
|---|---|---|
| <p>Students retell fables/stories in their own words and can state the lesson/moral.</p> <p>The message in the fable The Golden Fish is to not be greedy. You should be thankful for what you have.</p> | <p>Students identify character point of view.</p> <p>The story, The True Story of the Three Little Pigs was told from the by wolf. This is different than most Three Little Pig stories I have read because they were all told by a narrator.</p> | <p>Students use pictures to understand characters.</p>  <p>And she was still there!</p> <p>How do you think Goldilocks felt? Look closely at the picture for a clue.</p> |

Reading Informational Text

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

- ❖ Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- ❖ Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- ❖ Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



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

- ❖ Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- ❖ Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- ❖ Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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

- ❖ Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- ❖ Describe how reasons support specific points the author makes in a text.
- ❖ Compare and contrast the most important points presented by two texts on the same topic.

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 2–3 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 can identify the main idea after reading multiple paragraphs.</p> <p>All three paragraphs said something about saving trees and why its important. The main idea of this page is about saving trees.</p> | <p>Students use text features.</p> <p>“I know that if I put my mouse on this word in the toolbar or electronic menu, it will take me to a new page to learn more about the topic.”</p> | <p>Students describe points an author makes.</p> <p>“When the author said sugar causes cavities on your teeth and can make you overweight, those are two reasons he thinks its not a good idea for kids to eat too many sweets.”</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 book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
- ❖ Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- ❖ Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a 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., read a number of books on a single topic to produce a report; record science observations).
- ❖ 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 state an opinion.</p> <p>I think soccer is the best sport. Soccer is a team sport and it makes you work together. Also, soccer is a sport that makes you get lots of exercise because you have to do lots of running. But best of all, soccer is fun because you get to play it with other people.</p> | <p>Students use digital tools to produce writing.</p> <p>With the support of an adult, begin to use various ways to share writing such as in a Word document or an App program.</p> | <p>Students participate in shared research.</p> <p>After reading these 3 books on oceans and watching a video, let's make 3 lists about what we have learned. You will then chose one topic to write about in your journal</p> <ol style="list-style-type: none"> 1. Plants that live in the ocean. 2. Animals that live in the ocean. 3. How can we protect the ocean? |

Speaking and Listening

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

- ❖ Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups by:
 - Following agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
 - Building on others' talk in conversations by linking their comments to the remarks of others
 - Asking for clarification and further explanation as needed about the topics and texts under discussion.
 - Recounting or describing key ideas or details from a text read aloud or information presented orally or through other media.
 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

- ❖ Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- ❖ Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- ❖ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

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 collective nouns (e.g., *group*).
 - Forming and using frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - Using reflexive pronouns (e.g., *myself, ourselves*).
 - Forming and using the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - Using adjectives and adverbs, and choose between them depending on what is to be modified.
 - Producing, expanding, and rearranging complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).



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

- Using adjectives and adverbs: He drove (verb) the car slowly (adverb).
- Expand compound sentence: We were out of food, so mom and I went to the store. Expanded: There was not single piece of food in the house, so mom and I went to the store.

Language continued...

Conventions of Standard English continued

- ❖ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by:
 - Capitalizing holidays, product names, and geographic names.
 - Using commas in greetings and closings of letters.
 - Using an apostrophe to form contractions and frequently occurring possessives.
 - Generalizing learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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:
 - Comparing formal and informal uses of English

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 2 reading and content, choosing flexibly from an array of strategies by:
 - Using sentence-level context as a clue to the meaning of a word or phrase.
 - Determining the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
 - Using a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*)
 - Using knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*).
 - Using glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- ❖ Demonstrating understanding of word relationships and nuances in word meanings by:
 - Identifying real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
 - Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
- ❖ Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

**Knowledge of Language examples**

-Informal English: "Cuz I want to"
 Formal English: "I want to go to the store because the new movie is coming out today."

Vocabulary Acquisition and Use examples

-Uses sentence level context to figure out word meaning: The *sheared* sheep stood there shaking in the cool breeze looking at all of his fuzzy wool on ground.

- Uses prefixes such as re-, un-, pre, to figure out word meaning: reorganize, unable, rework

-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



COMMON CORE
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.

