

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

School District Of Holmen

## **COMMON CORE**

STATE STANDARDS INITIATIVE



## Grade

# 3



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](http://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...



*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.*

### 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

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:
  - Identifying and know the meaning of the most common prefixes and derivational suffixes

# What do the standards look like for my third grade student?

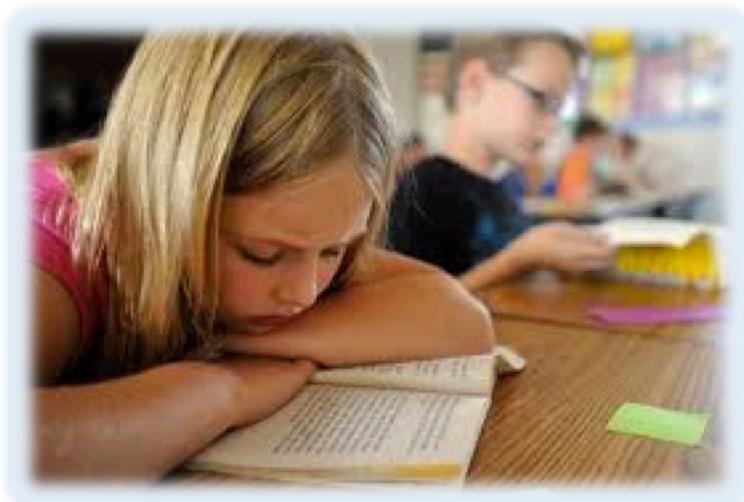
## Foundational Skills

### 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:
  - Identifying and know the meaning of the most common prefixes and derivational suffixes
  - Decode words with common Latin suffixes
  - Decode multisyllable words
  - Read 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:
  - Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



### Phonics and Word Recognition examples

- Knows meaning of common prefixes (un-, pre-, re-) and derivational suffixes (teach>teacher, care>careful)
- Decode Latin Suffixes such as -tract: detract, attract, or -ject: inject, eject
- Decode multisyllabic words: understanding, octopus, helicopter, broccoli
- Read grade level irregularly spelled words: many, beautiful, they, come

### Fluency examples

- Understands the reading task (pleasure or gather information)
- Reads text correctly, smoothly and changes voice reflecting the comma or end mark (question mark or exclamation) and at a steady, even pace
- 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)*

- ❖ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ❖ Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- ❖ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

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

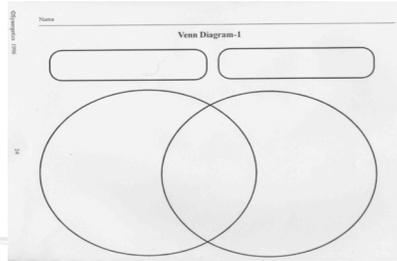
- ❖ Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- ❖ Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- ❖ Distinguish their own point of view from that of the narrator or those of the characters.

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

- ❖ Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- ❖ Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

### 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, at the high end of the grades 2–3 text complexity band independently and proficiently.

Key Ideas and Details Example	Craft and Structure Example	Integration of Knowledge & Ideas Example
<p>Students ask and answer questions, referring back to the text.</p> <p>According to the author, what 2 things are interesting facts about Jupiter’ red spot?</p> <p>The planet Jupiter’s red spot is a storm that has been going for 300 years. Another interest thing about the red spot is 100 Earths can fit in it!</p>	<p>Students determine literal and nonliteral language in text.</p> <p>To have a successful camping trip, <b>take the following steps:</b></p> <ol style="list-style-type: none"> <li>1. Make a list of everything you will need.</li> <li>2. Tell someone where you are going to be each day.</li> <li>3. Make sure to always put out your campfire before going to sleep.</li> </ol>	<p>Students compare/contrast an author’s books.</p> <p>We have been reading lots of books written by Jan Brett. We are going to use a venn diagram to compare and contrast the themes of two of her books today.</p> 

## Reading Informational Text

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

- ❖ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ❖ Determine the main idea of a text; recount the key details and explain how they support the main idea.
- ❖ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.



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

- ❖ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- ❖ Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- ❖ Distinguish their own point of view from that of the author of a text.

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

- ❖ Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- ❖ Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- ❖ Compare and contrast the most important points and key details presented in 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 the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Key Ideas and Details Example	Craft and Structure Example	Integration of Knowledge & Ideas Example
<p>Students describe steps using language that pertains to sequence.</p> <p>According to the recipe to make pancakes you should first heat your griddle. Next you should add the wet ingredients to the dry ingredients. Mix them well with a mixer. Not mixing them well will make for lumpy pancakes. Next...</p>	<p>Students use search tools.</p> <p>Student is able to locate and type in key words to search a subject. They then know how to click on hyperlinks to seek the information they are looking for.</p>	<p>Students use information from illustrations and text to understand subjects.</p> <p>What I read was that there are very 7 million people on earth and only 150 kakapo! When I looked at the map I saw that they only live near a small, small island near New Zealand. This small island is now a safe place for them where people protect them.</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 by:
  - Introducing the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - Provide reasons that support the opinion
  - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons
  - Provide a concluding statement or section
- ❖ Write informative/explanatory texts to examine a topic and convey ideas and information clearly by:
  - Introducing a topic and group related information together; include illustrations when useful to aiding comprehension.
  - Developing the topic with facts, definitions, and details
  - Using linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
  - Providing a concluding statement or section
- ❖ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by:
  - Establishing a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
  - Using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
  - Using temporal words and phrases to signal event order.
  - Provide a sense of closure.

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

- ❖ With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- ❖ 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 3.)
- ❖ With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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

- ❖ Conduct short research projects that build knowledge about a topic.
- ❖ Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### **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.



### Writing Examples

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>It is my opinion that I am responsible enough for our family to get a dog. I know this because I have read about dogs in books and online. I also went to the pet store and talked to a lady about dog training classes and what I would need to buy for a dog. I now know how to be a responsible pet owner and am ready for a dog!</p>	<p>Students use digital tools to publish writing.</p> <p>Students are able to type their writing into digital tools such as power point, Word, or App programs as a way to share their writing.</p>	<p>Students use books and digital sources to conduct research.</p> <p>Students complete a research report packet using books, magazines and online searches to complete each section of the research packet.</p>



## 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 3 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 (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)
  - Asking questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
  - Explaining their own ideas and understanding in light of the discussion.
- ❖ Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ❖ Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### **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 with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- ❖ Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- ❖ Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)



### Comprehension and Collaboration examples

- Comes to class discussion being able to share ideas about the topic studied, and adds on to others ideas about the topic
- Follows discussion rules developed by class

### Presentation of Knowledge and Ideas examples

- Knows how to clearly tell about people, places and things, or events
- Uses Apps or other digital tools to record audio and add pictures to share facts about a subject under study.
- Speaks in complete sentences when responding to a question.

## 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:
  - Explaining the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - Forming and use regular and irregular plural nouns
  - Using abstract nouns (e.g., *childhood*).
  - Forming and use regular and irregular verbs
  - Forming and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses
  - Ensuring subject-verb and pronoun-antecedent agreement.
  - Forming and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
  - Using coordinating and subordinating conjunctions.
  - Produce simple, compound, and complex sentences.
- ❖ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by:
  - Capitalize appropriate words in titles.
  - Use commas in addresses.
  - Use commas and quotation marks in dialogue.
  - Form and use possessives.
  - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.



### Conventions of Standard English examples

-Knows functions of nouns (people, place, thing), pronouns (he, she, we), verbs (action words), adjectives (describing words), and adverbs (words that modify-He drove *slowly*) and how to use them to create simple sentences (Mom went to the store) and compound sentences (Mom went to the store because she said there was not a morsel of food in the house).

-Ensuring subject –verb and pronoun-antecedent: antecedent is the noun that comes before the pronoun (Ex: I get worried when the neighbors let their dog out.

-Forming and using comparative and superlatives:

**\*The comparative of an adjective,** English adds *-er* to shorter words ("prettier") or places *more* in front of more complicated ones ("more beautiful").

**\*The superlative of an adjective,** English adds *-est* ("prettiest") or uses *most* ("most beautiful").

**\*The comparative of an adverb,** English adds *-er* to those that do not end in *-ly* ("faster") and places *more* in front of those that do end in *-ly* ("more quickly").

**\*The superlative of an adverb,** English adds *-est* to those that do not end in *-ly* ("fastest") and places *most* in front of those that do ("most quickly").

- A conjunction is a joiner, a word that connects (conjoins) parts of a sentence. (Ex: and, but, or, yet, for, nor, so)

## Language continued...

### 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 for effect
  - Recognizing and observe differences between the conventions of spoken and written standard English

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

- ❖ Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range 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 affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
  - Using a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
  - Using glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- ❖ Demonstrate understanding of figurative language, word relationships and nuances in word meanings by:
  - Distinguishing the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
  - Identifying real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
  - Distinguishing shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).



### Knowledge of Language examples

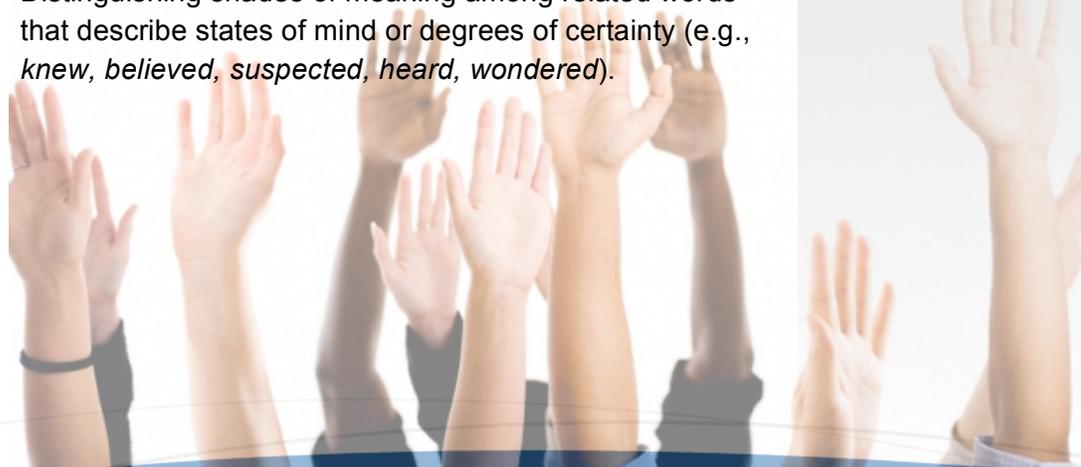
-Choses words to create effect: The old door squeaked open giving me the shivers.

-Recognizes differences between the conventions of spoken and written English (Ex: use of quotation marks in a book to show that someone is speaking.

### Vocabulary Acquisition and Use examples

-Uses sentence level clues to determine word meaning: A newspaper reporter wrote that Patch *exploded* onto the racetrack "like an engine in a mad race."

-Distinguish literal and nonliteral meaning of word meanings within the context of the sentence (Ex: The toast jumped out of the toaster.)



# 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](mailto:savwen@holmen.k12.wi.us)

### District Reading Specialist

Amy Stoeckly [stoamy@holmen.k12.wi.us](mailto: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](http://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.

