



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



*A Parent  
Guide to  
Understanding  
Common Core  
State  
Standards  
Report Card*

**Grade  
3**



*English Language Arts*

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

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

## The Report Card:

FOUNDATIONAL SKILLS				
	T 1	T 2	T 3	T 4
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:
  - Identifying and know the meaning of the most common prefixes and derivational suffixes

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

**[www.holmen.k12.wi.us](http://www.holmen.k12.wi.us)**  
Departments tab-Instructional Services tab-  
Curriculum & Grading Information

## Sample English Language Arts assessment questions

GUEST, GUEST (State-SSID: GUEST -88853) G3 ELA (4 out of 24) Questions: 5 • 12

**Flying Colors**

About 5,500 dragonfly species buzz around the world. Hunting them is not easy. Many of them live deep in rain forests. To find them, I have to walk through thick bushes. I have to put up with leeches. I even have to watch out for hungry crocodiles.

So why do I look for dragonflies? The answer is simple. I love them! They can speed by. They can make sharp turns and sudden stops. They can hover. They can even fly backward.

Best of all, dragonflies are beautiful. They come in many colors and patterns. Who doesn't like looking at these amazing insects? Take the tropical rockmaster, for example. It is one of my favorites. It has a blue coloring on its body. Other kinds are even more colorful. Some have green, red, or yellow bodies. One even has orange wings.

**Super Sizes**

Dragonflies come in many sizes. The smallest one is the size of your thumbnail. The largest one would cover your face.

I recently looked for one of the heaviest dragonflies in the world—the giant petaltail. It lives in Australia.

**6**

Read the sentences from the passage.

The petaltail, however, is very rare. Few people have ever seen it.

What does the word rare mean as used in the sentence?

(A) different kinds of  
(B) not many of  
(C) interesting  
(D) beautiful

**7**

Explain how Wilson supports his statement that dragonflies can come in different sizes. Use details from the passage to support your explanation.

Type your answer in the space provided.

## Sample English Language Arts performance task assessment question

GUEST, GUEST (State-SSID: GUEST -88858) G3 ELA Performance Task (3 out of 4) Questions: 4

**STUDENT DIRECTIONS**

**Astronauts Informational Performance Task**

**Task:**

Your class is creating a magazine about interesting jobs people do. Each person has been assigned to learn about a different job. Your assignment is to learn about what it is like to be an astronaut. You have found two sources about being an astronaut.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and write an informational article.

In Part 2, you will write an informational article using information you have read.

**Directions for beginning:**

You will now look at two sources. You can look at either of the sources as often as you like.

**Research Questions:**

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and looked at, which should help you

**Student Directions for Part 2**

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

**Your assignment:**

Your class is creating a magazine about interesting jobs people do. Each person has been assigned to write about a different job.

Your assignment is to write an informational article that is several paragraphs long that will help the students in your class know what the job of an astronaut is like. The magazine will be read by the students in your class, parents, and your teacher.

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
- follows rules of writing (spelling, punctuation, and grammar)

**Now begin work on your informational article.** Manage your time carefully so that you can

1. plan your article
2. write your article
3. revise and edit the final draft of your article

Word-processing tools and spell check are available to you.

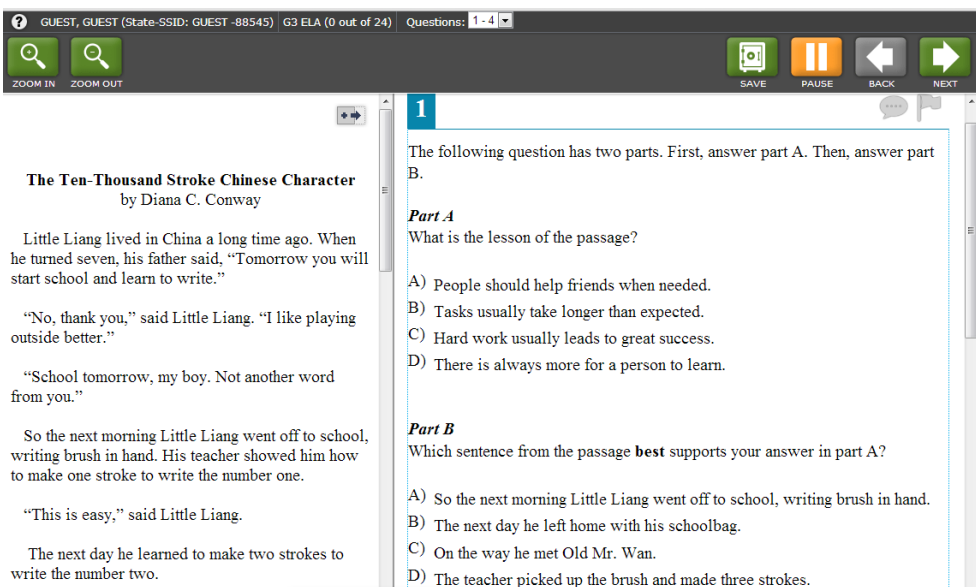
**Beginning in third grade** your student will be taking the Smarter Balanced Assessment. This link provides you access to the kinds of questions your student will see on this assessment.

[http://sbac.portal.airast.org/Practice\\_Test/default.html](http://sbac.portal.airast.org/Practice_Test/default.html)



The Smarter  
Balanced assessment  
will replace the  
WKCE during the  
2014-2015 school  
year.

Sample English Language Arts assessment questions



**The Ten-Thousand Stroke Chinese Character**  
by Diana C. Conway

Little Liang lived in China a long time ago. When he turned seven, his father said, "Tomorrow you will start school and learn to write."

"No, thank you," said Little Liang. "I like playing outside better."

"School tomorrow, my boy. Not another word from you."

So the next morning Little Liang went off to school, writing brush in hand. His teacher showed him how to make one stroke to write the number one.

"This is easy," said Little Liang.

The next day he learned to make two strokes to write the number two.

**1**

The following question has two parts. First, answer part A. Then, answer part B.

**Part A**  
What is the lesson of the passage?

A) People should help friends when needed.  
B) Tasks usually take longer than expected.  
C) Hard work usually leads to great success.  
D) There is always more for a person to learn.

**Part B**  
Which sentence from the passage **best** supports your answer in part A?

A) So the next morning Little Liang went off to school, writing brush in hand.  
B) The next day he left home with his schoolbag.  
C) On the way he met Old Mr. Wan.  
D) The teacher picked up the brush and made three strokes.

## When did Wisconsin adopt these standards?

In June, 2010, Wisconsin adopted the internationally benchmarked Common Core State Standards (CCSS) for Mathematics & English Language Arts. Wisconsin also adopted Standards for Literacy in All Subjects. These standards provide the framework for a new assessment system beginning in 2014-15.

## 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 multi-syllable 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.



## Reading Literature

### **Key Ideas & 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 & 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 & 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.

## How is my child being assessed in these standards?

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

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

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## Language continued

### Vocabulary Acquisition & Use continued

- \* Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).



## Informational Text

### Key Ideas & 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 & 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 & 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.






# Writing

## Text Types & 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.

## Vocabulary Acquisition & 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 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*).
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# Language continued

## Conventions of Standard English

- \* 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.

## 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.

My brother and I **save** some money every week.

A. rescue, keep from being hurt

B. put away to use later

READING FAMILY FUN PACK 2018 - MULTIPLE-MEANING WORDS

## Production & 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 & 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.





## Speaking & Listening

### Comprehension & 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 & 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.

## 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.



Language standards continued on the next page.

