



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 & 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
4**



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:
 - 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

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

www.holmen.k12.wi.us

Departments tab-Instructional Services tab-Curriculum & Grading Information

Sample English Language Arts Performance Task

The screenshot shows the SBAC Performance Task interface. At the top, it says 'GUEST, GUEST (State-SSID: GUEST -89335) G4 ELA Performance Task (3 out of 4) Questions: 4'. Below this are icons for ZOOM IN, ZOOM OUT, and NOTES. On the right, there are icons for SAVE, PAUSE, BACK, and NEXT. The main content area is titled 'Animal Habitats Informational Performance Task'. It includes a 'Task' section with a paragraph about writing an article for a newsletter. Below this is a 'Directions for beginning' section. Then there is a 'Research Questions' section. At the bottom, there is a 'Part 1' section titled 'Sources for Performance Task' which lists several sources. On the right side of the interface, there is a 'Student Directions for Part 2' section. It includes a paragraph about looking at sources and taking notes, followed by a 'Your assignment' section. Below that is a 'REMEMBER: A well-written informational article:' section with a bulleted list of requirements. At the bottom of the right side, there is a 'Now begin work on your informational article.' section with a list of steps: 1. plan your article, 2. write your article, 3. revise and edit the final draft of your article. Below the steps, it says 'Word-processing tools and spell check are available to you.' and 'For Part 2, you are being asked to write an article that is several paragraphs long. Type your response in the box below. The box will get bigger as you type. Remember to check your notes and your prewriting/planning as you write and then revise and edit your article.'

Task:
Your science club is learning about animals and how they survive. You have been chosen to write an article in a newsletter about how animals live in different types of environments. Before you decide what animals you will write about, you do some research and find two articles that provide information about animals that live in different environments.

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 to gain the information you will need to answer the questions and write an informational article for the newsletter.

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, which should help you write your informational article.

You may click on the buttons to refer to the sources when you think it would be helpful. You may also look at your notes. Answer the questions in the spaces below them.

Part 1

Sources for Performance Task:

Source #1
This article about creatures living in harsh environments is based on information in the following sources:
<http://www.msnbc.msn.com/id/13426864/ns/technology-produces-natural-antifreeze-stay-alive/>
<http://www.seaworld.org/animal-info/info-books/polar-bear/behavior.htm>
<http://www.bigsiteofamazingfacts.com/what-animal-never-drinks-water-inits-entire-life>
http://www.poseidonresorts.com/poseidon_main.html
http://www.marianatrench.com/mariana_trench-biology_001.htm

It's a Cold (Hot, Dry, Dark) Cruel World!
by Dawn Baertlein

The world can be tough for living creatures. Weather can be very hot or very cold. At the bottom of the sea, it is dark as night. In the desert, the air is dry. When people live where it is cold or hot or dark or dry, they use tools. They build special homes. Wild

Student Directions for Part 2

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)

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.

For Part 2, you are being asked to write an article that is several paragraphs long. Type your response in the box below. The box will get bigger as you type. Remember to check your notes and your prewriting/planning as you write and then revise and edit your article.



Want to see all of the practice items available to you? Please visit:
http://sbac.portal.airast.org/Practice_Test/default.html

GUEST, GUEST (State-SSID: GUEST -90068) G4 ELA (0 out of 26) Questions: 1 - 5

Coyote Tries to Steal the Honey

At the beginning of the long days of summer, Coyote had seen Bear slowly walk up to a lonely tree that sat in an open field. The branches of this tree remained bare throughout the warm months. When the sun was high it cast shadows in the shapes of strange insects upon the grass. It was here the bees kept their treasure. They kept it buried in the base of this old hollow tree.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees' sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them off, got up, and walked away. Coyote thought about this all summer. If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.

It took Coyote all morning to make the suit. He gathered large pieces of bark from the trees to make

3

Coyote's plan to get the honey fails. Support this statement with **two** details from the passage.

Type your answer in the space provided.

4

Which sentence **best** describes the lesson that Coyote learns in this passage?

A Coyote learns that he should not try to take things that belong to others.


B Coyote learns how to make a bear suit out of materials in the forest.

C Coyote learns about the skills bears use to get food in the wild.

D Coyote learns that he does not like the taste of honey after all.

GUEST, GUEST (State-SSID: GUEST -90068) G4 ELA (5 out of 26) Questions: 6 - 12

The Grand Discovery



Imagine you are an ancient hunter and gatherer. You follow animals and move with the seasons to gather berries, roots, and other natural foods. Imagine you are traveling to a new land with your people, seeking a better place to find these foods. As you are walking, you see that there is a gap in the earth in the distance. It is difficult at first to see how wide it is. As you walk closer, you see that it is not a simple gap, but an enormous drop from where you stand. When you peer over the edge into the gorge below, you feel your heart beating quickly and a shiver runs through you. You are looking down into a mile-deep canyon that is 18 miles wide. This hole in the earth is the Grand Canyon, though it will not be called by that name for thousands of years to come. How might you feel stumbling by accident upon this great, deep gap in the earth? What might you think? Would you see a wall that stops you? Or a place for shelter? Perhaps you might go tell others to visit and experience such a breathtaking sight?

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Which sentence **best** explains why the author thinks the Grand Canyon is an amazing discovery?

A The area has been settled by many different people.

B Tribes settled the area and introduced agriculture.

C It is an enormous gorge of breathtaking beauty.

D The mile-deep canyon is 18 miles wide.

11

Match each word on the left with a word on the right that is **opposite** in meaning.

ancient	hidden
discovered	tiny
enormous	modern

12

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 the reader to new information

D) to ask questions that the reader can answer



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:
 - 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.



Reading Literature

Key Ideas & 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 & 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 & 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.



Beginning in 2014-15 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



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

The following pages include screen shots from the Smarter Balanced Assessment for fourth grade language arts. The English Language Arts assessment has two components, the English Language Arts assessment (tests and measures reading comprehension and language usage) and an English Language Arts Performance task (tests and measures students ability to read, research, collect information to write for a specific reason such as to state an opinion, or to inform a reader).



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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Informational Text

Key Ideas & 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 & 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 & 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.





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 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.

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 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.)





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 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.


Production & 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.

Research to Build & 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.
- 



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).

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).
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