



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
5**



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 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				
	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

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

GUEST, GUEST (State-SSID: GUEST -89213) G5 ELA Performance Task (3 out of 4) Questions: 4

ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT

Service Animals Lend a Hand Opinion Performance Task

Task: People with disabilities often face challenges as they strive to perform the tasks of daily living. With the help of a service animal that is trained to perform specific tasks, disabled people can enjoy more independence and participate more fully in everyday activities in their home, school, workplace, and community.

For this task, you will be writing an opinion article related to the topic of service animals. Before you write your article, you will review three sources (an audio presentation with photos and two articles) that provide information about different types of service animals and a new law regarding service animals.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and view or read the sources carefully to gain the information you will need to answer the questions and write an article.

In Part 2, you will write an opinion article on a topic related to the sources.

Directions for beginning:
You will now examine several sources. You can re-examine any of the sources as often as you like.


Research Questions:
After examining the research sources, use the remaining 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 research sources you have viewed and read, which should help you write your opinion article.

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

Part 1

Sources for Performance Task:

Source #1
Listen to this presentation about monkeys being trained to help people with disabilities.



Your assignment:
The legislature has passed a new law that allows only service dogs to go with their owners into public places. You are working on the school newsletter, and you have been asked to write a multi-paragraph article giving your opinion on the new law. In your article, you will take a side as to whether you think allowing only service dogs in public places is a good law or whether other service animals should also be permitted. Your article will be read by the teachers and students at your school. In your article, clearly state your opinion and support your opinion with reasons that are thoroughly developed using information from what you have read and viewed.

REMEMBER: A well-written opinion article:

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

Now begin work on your opinion 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.

B I U T L R X Y Z [] { } ~ _ ' " , . : ; ' " , . : ; ' " , . : ;



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



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.

QUEST, GUEST (State-SSID: GUEST -90423) G5 ELA (0 out of 29) Questions: 1 - 5

3

Read the sentence and the directions that follow.

Enzio was especially hungry for any details about America.

Click on the sentence in the paragraph that **best** explains the meaning of the underlined phrase.

Carlotta loved to talk about herself, her family, and the rich and powerful people they knew. With so many hours to fill, Enzio did not mind. He noticed—but didn't really mind—that she never asked about him or his family. Enzio was especially hungry for any details about America. He loved hearing Carlotta's tales about life in a big city. It sounded exciting and a little scary.

4

Enzio and Carlotta each have a different point of view about their trip on the ship to America. Both characters would tell their story differently. Select the statements that **best** describe how the text might be different if told from Carlotta's point of view. Select **all** that apply.

A) The story would include more details about villages in Italy.
B) The story would include more details about Carlotta's family.
C) The story would include more details about entering Ellis Island.
D) The story would include more details about the sights in New York City.
E) The story would include more details about being seasick on the ship.

QUEST, GUEST (State-SSID: GUEST -90423) G5 ELA (5 out of 29) Questions: 6 - 13

9

Explain why the author calls hermit crabs "nature's recyclers." Use details from the text to support your answer.

Type your answer in the space provided.

10

Which statement **best** explains the main problem described in the text?

A) Artificial seashells clutter the ocean waters.
B) People who go to beaches take the shells home.
C) Shells that keep hermit crabs safe are harder to find.
D) Hermit crabs have to move into snail shells to stay safe.

11

Click on the sentence that **best** shows the author's opinion of hermit crabs.

The hermit crabs in the ocean have learned to adapt to the changing housing situation. Like the good recyclers they are, hermit crabs started moving into small bottles, plastic cups, and other ocean litter.

Reading Literature



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

- * Quote accurately from 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, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- * Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

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

- * Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- * Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- * Describe how a narrator's or speaker's point of view influences how events are described.

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

- * Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- * Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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 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



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 fifth 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)*

- * Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- * Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- * Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text 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 and phrases in a text relevant to a grade 5 topic or subject area.
- * Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- * Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

- * Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- * Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- * Integrate information from several 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 the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 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 and information by:
 - Introducing a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - Providing logically ordered reasons that are supported by facts and details.
 - Linking opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
 - 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, providing a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
 - Developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Linking ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - 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.

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 5 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 respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - Reviewing the key ideas expressed and drawing conclusions in light of information and knowledge gained from the discussions.
- * Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- * Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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

- * Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- * Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- * Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)





Language

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:

- Expanding, combining, and reducing sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.


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 5 reading and content, choosing flexibly from a range of strategies by:
 - Using context (e.g., cause/effect relationships and comparisons 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., *photo graph*, *photosynthesis*).
 - 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:
 - Interpreting figurative language, including similes and metaphors, in context.
 - Recognizing and explain the meaning of common idioms, adages, and proverbs.
 - Using the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- * Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Text Types & Purposes continued

- * Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Orienting the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Using a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Using concrete words and phrases and sensory details to convey experiences and events precisely.
 - Providing a conclusion that follows from the narrated experiences or events.

Production & 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. (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, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)
 - * 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 two pages in a single sitting.
- 



Writing continued

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

- * Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- * Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- * Draw evidence from literary or informational texts to support analysis, reflection, and research.
- * Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- * Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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:

- Explaining the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - Forming and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
 - Using verb tense to convey various times, sequences, states, and conditions.
 - Recognizing and correct inappropriate shifts in verb tense.
 - Using correlative conjunctions (e.g., *either/or*, *neither/nor*).
- * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by:
 - Using punctuation to separate items in a series.
 - Using a comma to separate an introductory element from the rest of the sentence.
 - Using a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - Using underlining, quotation marks, or italics to indicate titles of works.
 - Spelling grade-appropriate words correctly, consulting references as needed.

