



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
K**



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				
	T1	T2	T3	T4
Demonstrates foundational skills through the concepts of print				
Demonstrates skills through the use of phonological awareness				
Demonstrates skills by applying phonics & word recognition				
Reads with sufficient accuracy/fluency in grade level text				

This booklet:



Foundational Skills

Print Concepts (RC: *Demonstrates foundational skills through the concepts of print*)

- * Demonstrate understanding of the organization and basic features of print by:
 - Following words from left to right, top to bottom, and page by page.

Vocabulary Acquisition & Use continued

- * Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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. In Kindergarten, teachers will be using observational checklists and student work samples for a large portion of recording your student's progress in the standards. Kindergarten teachers will also use teacher 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. Multiple measures are always 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.

School District of Holmen-Instructional Services

Director of Instruction

Wendy Savaske savwen@holmen.k12.wi.us

District Reading Specialist

Amy Stoeckly stoamy@holmen.k12.wi.us





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:
 - Printing many upper and lowercase letters.
 - Using frequently occurring nouns and verbs.
 - Forming regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - Understanding and using question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - Using the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - Produce and expand complete sentences in shared language activities.

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

- * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content by:
 - Identifying new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - Using the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- * With guidance and support from adults, explore word relationships and nuances in word meanings by:
 - Sorting common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identifying real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguishing shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.



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



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

Print Concepts *(RC: Demonstrates foundational skills through concepts of print)*

- * Demonstrate understanding of the organization and basic features of print by:
 - Following words from left to right, top to bottom, and page by page.
 - Recognizing that spoken words are represented in written language by specific sequences of letters.
 - Understanding that words are separated by spaces in print.
 - Recognize and name all uppercase and lowercase letters of the alphabet.

Phonological Awareness *(RC: Demonstrates skills through the use of phonological awareness)*

- * Demonstrate understanding of spoken words, syllables, and sounds (phonemes) by:
 - Recognizing and producing rhyming words.
 - Counting, pronouncing, blending, and segmenting syllables in spoken words.
 - Blending and segmenting onsets and rimes (onset is the part of the syllable that precedes the vowel of the syllable, examples include s-it for sit, c-at for cat) of single-syllable spoken words.
 - Isolating and pronouncing the initial sound, medial vowel sound, and final sound (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - Adding or substituting individual sounds (phonemes) in simple, one-syllable words to make new words.

Speaking & Listening

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

- * Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups by:
 - Following agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continuing a conversation through multiple exchanges.
- * Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- * Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

- * Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- * Add drawings or other visual displays to descriptions as desired to provide additional detail.
- * Speak audibly and express thoughts, feelings, and ideas clearly.





Writing

Text Types & Purposes (RC: Uses text types for various purposes to compose a written piece)

- * Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- * Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- * Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production & Distribution of Writing (RC: Produces/shares multiple writings)

- * With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- * With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

- * Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- * With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Phonics & Word Recognition (RC: Demonstrates skills by applying phonics & word recognition)

- * Know and apply grade-level phonics and word analysis skills in decoding words by:
 - Demonstrating basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - Associating the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - Reading common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - Distinguishing between similarly spelled words by identifying the sounds of the letters that differ.

Fluency (RC: Reads skills with sufficient accuracy/fluency in grade level text)

- * Read emergent-reader texts with purpose and understanding.





Reading Literature

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

- * With prompting and support, ask and answer questions about key details in a text.
- * With prompting and support, retell familiar stories, including key details.
- * With prompting and support, identify characters, settings, and major events in a story.

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

- * Ask and answer questions about unknown words in a text.
- * Recognize common types of texts (e.g., storybooks, poems).
- * With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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

- * With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- * With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading & Level of Text Complexity *(RC: Engages in group reading activities)*

- * Actively engage in group reading activities with purpose and understanding.

Informational Text

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

- * With prompting and support, ask and answer questions about key details in a text.
- * With prompting and support, identify the main topic and retell key details of a text.
- * With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

- * With prompting and support, ask and answer questions about unknown words in a text.
- * Identify the front cover, back cover, and title page of a book.
- * Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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

- * With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- * With prompting and support, identify the reasons an author gives to support points in a text.
- * With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading & Level of Text Complexity *(RC: Engages in group reading activities)*

- * Actively engage in group reading activities with purpose and understanding.
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