

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

School District Of Holmen

## COMMON CORE

STATE STANDARDS INITIATIVE



## Grade

# 5



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...

### 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



*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.*

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				
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 of context.



# What do the standards look like for my fifth 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:
  - 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.



### Phonics and Word Recognition examples

-Knows word analysis skills:

\*All letter-sound correspondences such as (ea says /ee/, a\_e says /Ā/, ch says /ch/)

\*Syllabication (breaking words into their chunks: hippopotamus-hip/po/pot/a/mus)

\*Recognizing morphology (roots/base words with their affixes (pre-, re-, un-, -ly, -ful) to

### Fluency examples

-Reads text with the understand of what they will need to do with the information later

-Reads word on the page correctly, smoothly, and changes voice reflecting the comma or end mark (question mark or exclamation). All of these skills become better on re-readings of the same text.

-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)*

- ❖ 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 and Structure *(RC: Reads literature identifying craft & structure)*

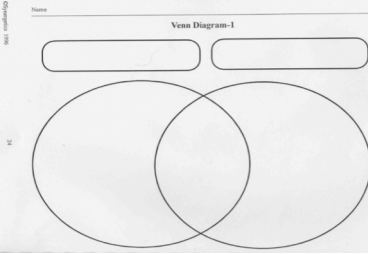
- ❖ Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- ❖ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- ❖ Describe how a narrator's 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 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, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Key Ideas and Details Example	Craft and Structure Example	Integration of Knowledge & Ideas Example
<p>Students compare two or more characters.</p> <p>Enzio &amp; 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.</p> <p>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 have more details about being sick on the ship</p>	<p>Students determine word as they are used in the text.</p> <p>Enzio explained that his father came from a <u>long line of fisherman</u> who had passed down the remedy for seasickness.</p> <p>What does a long line of fisherman mean here?</p> <p>A-His father is a fisherman            B-His father knows the remedy for seasickness            C-Enzio's dad taught him the remedy            D-His dad and many relatives have been fishermen</p>	<p>Students compare/contrast two stories</p> <p>We have been reading lots of mystery books. Today you will pick 2 and are going to use a venn diagram to compare and contrast the themes of two of books.</p> 

## Reading Informational Text

### Key Ideas and 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 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 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 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 4–5 text complexity band independently and proficiently.

Key Ideas and Details Example & Integration of Knowledge & Ideas Example	Craft and Structure Example
<p>Students draw inferences from text. Students use digital sources to answer questions.</p> <div data-bbox="191 1522 898 1978"> <p><b>Architect - Career Spotlight</b></p> <p><b>23</b></p> <p><b>Listen to the presentation. Then answer the questions.</b></p>  <p>When reviewing and approving projects, Antonio Alonso is concerned about more than just how the buildings look. Which detail from the presentation <b>best</b> supports this conclusion?</p> <p>(A) He states that his role is to manage teams that build both new construction and renovation projects.</p> <p>(B) He discusses how mathematics is very important in the art and science of architecture.</p> <p>(C) He states that many people work together on the building projects and review them.</p> <p>(D) He discusses the benefits of green technology such as green roofs and light bulbs.</p> </div>	<p>Students determine word meaning.</p> <p>The hermit crabs in the ocean have to learn to <u>adapt</u> to the changing housing situation.</p> <p>Using details from the text, define the word <u>adapt</u> and explain how crabs have <u>adapted</u>. Type your answer below.</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 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

### **Production and 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...

## Writing

**Research to Build and 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.

**Example of a writing performance task incorporating all of the writing standards****STUDENT DIRECTIONS****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

**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 opinion article will be scored; then begin your work.

**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)

## 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 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 and 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.)



### Comprehension and collaboration examples

Comes to class discussion ready to share information read or studied with a smaller group

- Follows discussion rules
- Adds on to other student's ideas
- Summarize conversations or what was read in their own words
- Can listen to a speaker and identify the key points they share

### Presentation of Knowledge and Ideas examples

- Knows how to clearly tell about people, places and things, or events in an oral report
- Audio is added to electronic presentation that include pictures or photos to help better understand the topic being presented
- Understands the difference between talking and writing to friends versus speaking and writing for class or an audience.

## 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.

### 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.



-Can explain conjunctions (joining words such as yet, but, as), prepositional phrases (Ex: In the weedy, overgrown garden), and interjections (adding emotion-Hello!, Cheers!, or Excuse me.)

### Knowledge of Language examples

-Can compare/contrast dialects such as hello/howdy, boat/dingy, and truck/lorry

## Language continued...

**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., *photograph*, *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*).

**Vocabulary Acquisition and Use examples**

-Can use context as a clue to figure out word meaning (Ex: The sulky has a seat for the driver, a harness to attach to the horse and two wheels with spokes, like bicycle wheels.

-Can explain idioms and adages such as "he is a small fry-meaning he is a little guy".





# 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

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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

## 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.



**COMMON CORE**  
STATE STANDARDS  
W I S C O N S I N

