

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

School District Of Holmen

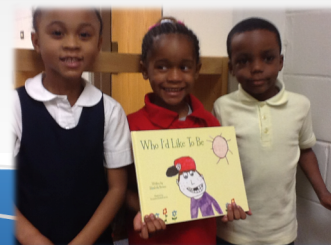
## COMMON CORE

STATE STANDARDS INITIATIVE



## Grade

# K



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 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.

## What do the standards look like for my kindergarten student?

### 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, 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 upper 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, medial vowel, and final sounds (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.

#### 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:
  - 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 grade level text with purpose & understanding)*

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



#### Print Concepts examples

-Points crisply to each word when reading from left to right and top to bottom

-Names all letters of the alphabet.

#### Phonological Awareness examples

-Can identify and make words that rhyme (cat/sat)

-Knows how to blend sounds to read a word

-Knows how to break words apart into their individual sounds (cat: c-a-t)

-Can change one letter to make a new word (mat to sat)

#### Phonics and Word Recognition examples

-Can sound out each letter in a word to produce the word orally

-Knows long and short vowels (a, e, i, o, u)

#### Fluency examples

-Reads words correctly as printed on the page

## Reading Literature

### Key Ideas and 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 and 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 and Level of Text Complexity *(RC: Engages in group reading activities)*

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

| Key Ideas and Details<br>Example   | Craft and Structure<br>Example   | Integration of<br>Knowledge & Ideas<br>Example   |
|--|--|--|
| Students retell stories by including characters and what they did in the story.<br><br>“Timmy wanted to go to school. When he got there he colored with new crayons. When he went home he shared his paper with his family.” | Students ask and answer questions about unknown words in a text.<br><br>“The dinosaur devoured his meal.” Class, what do you think the word devoured means? Let’s use the picture to see if it helps us figure out the meaning of that word. | With prompting and support, students compare/contrast characters in a stories.<br><br>How is Danny the Dinosaur like the dinosaur in the book Dinosaur Roar!? How are these dinosaurs different? |

## Reading Informational Text

### Key Ideas and 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 or pieces of information in a text.



### Craft and 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 and Level of Text Complexity *(RC: Engages in group reading activities)*

- ❖ Actively engages in group reading activities with purpose and understanding.

| Key Ideas and Details<br>Example  | Craft and Structure<br>Example   | Integration of Knowledge<br>& Ideas Example   |
|---|--|---|
| Students identify the main idea and can retell details.<br><br>“The main idea is that polar bears have bodies that made to live in cold weather. I know that because the book said they have lots of fat and under the white fur they have black skin to soak up sunshine to get warm.” | Students name the author and the illustrator, and their roles in creating the book.<br><br>“The author is the person who wrote the words and information. The illustrator was the person who drew the pictures or took the photos in this book.” | With prompting and support, identify the reasons the author uses to support his points.<br><br>“I know the author thinks its bad to eat lots of sugar because on this page he shows us cavities on a kid’ tooth, and on this page he shows how much sugar is in a can of soda.” |

## Writing

### Text Types and 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 and 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 and 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.

| Text Types and Purposes<br>Example   | Production & Distribution<br>of Writing Example   | Research to Build Present<br>Knowledge<br>Example  |
|--|---|--|
| <p>Students write to give their opinion.</p> <p>My favrt plac to eet is chuke chez.</p> <p>I lik to go ther beuz they have pizza and I love pizza. They have the best gams there to.</p> | <p>Students explore a variety of digital tools to produce and publish writing.</p> <p>The teacher has shared an online tool called Story Bird. The student collaborate together and the teacher types in the story the class creates.</p> | <p>With guidance and support, recall information from sources to answer a question.</p> <p>What have we learned about polar bears from the 3 books we read and the video we watched? Let's make a list together.</p> |

## Speaking and Listening

### Comprehension and 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 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 and 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.

## 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.



### Comprehension and Collaboration examples

- Follows discussion rules developed by class
- Adds on to other student's ideas

### Presentation of Knowledge and Ideas examples

- Knows how to clearly tell about people, places and things, or events
- Drawings made match student's ideas he talked about



### Conventions of Standard English examples

- Able to ask questions using the correct question words
- Can expand on sentences (ex. "What is your favorite food?" "My favorite food is pizza because I love cheese.")

## 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 kindergarten reading and content by:
  - Identifying new meanings for familiar words and apply them accurately (e.g., *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.
- ❖ Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



### Vocabulary Acquisition and Use examples

-Knows how to use inflections and affixes to figure out unknown words (Ex. Power, powerful)

-Uses real life connections in speaking (Ex. The firemen hurried down the fire pole to get to their trucks.)

-Knows how to use words they have heard such as, "My ice cream is delicious."



# 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

Wendy Savaske [savwen@holmen.k12.wi.us](mailto:savwen@holmen.k12.wi.us)

### District Reading Specialist

Amy Stoeckly [stoamy@holmen.k12.wi.us](mailto:stoamy@holmen.k12.wi.us)

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

