

# WARREN CONSOLIDATED SCHOOLS

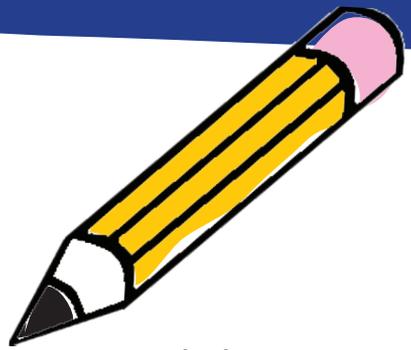
**A Parents' Guide to  
Report Cards**

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Creating Dynamic Futures

Student Achievement • High Expectations • Strong Relationships

## Dear Parents:



The information in this brochure is intended to serve as a guide to understanding the core curriculum for English Language Arts, Mathematics, Social Studies and Science at each grade. Each grade level report card has been aligned to reflect the most current standards for each subject. The new curriculum in English Language Arts and Mathematics is aligned to the Common Core State Standards (CCSS). The CCSS are a list of expectations that help teachers make sure their students have the skills and knowledge they need at each grade level from kindergarten through 12th grade. They define the reading, writing and math knowledge and skills needed at each grade level. Each year builds on the next so that by high school graduation, young people are prepared to go to college or to enter the workplace. The standards offer consistent expectations for student learning across much of the nation. This guide will also identify the Science and Social Studies concepts that your child will experience throughout the year as well.

## **Subject: English Language Arts (Common Core State Standards)**

### **Domain: Reading Literature**

#### **Standard: Key Ideas and Details**

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.

#### **Standard: Craft and Structure**

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.

#### **Standard: Integration of Knowledge and Ideas**

- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

### **Domain: Reading Informational Text**

#### **Standard: Key Ideas and Details**

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### **Standard: Craft and Structure**

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### **Standard: Integration of Knowledge and Ideas**

- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Domain: Reading Foundational Skills**

**Standard: Concepts of Print**

- Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**Standard: Phonological Awareness**

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Standard: Phonics and Word Recognition**

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

**Standard: Fluency**

- Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



**Domain: Writing****Standard: Text Type and Purposes**

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Standard: Production and Distribution of Writing**

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

**Standard: Research to Build and Present Knowledge**

- Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Domain: Speaking and Listening****Standard: Comprehension and Collaboration**

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Standard: Presentation of Knowledge and Ideas**

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 on page 36 for specific expectations.)

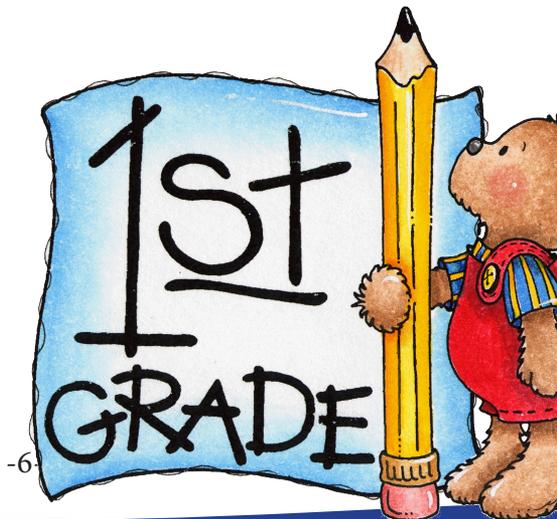
**Domain: Language**

**Standard: Conventions of Standard English**

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use 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.

**Standard: Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).



## **Subject: Math (Common Core State Standards)**

### **Domain: Operations and Algebraic Thinking**

**Standard:** Represent and solve problems using addition and subtraction.

- Use strategies to solve addition and subtraction word problems.
- Solve word problems by adding 3 whole numbers.

**Standard:** Understanding and applying the properties of operations and the relationship between addition and subtraction.

- Use the commutative and associative properties of addition.
- Use an addition fact to help answer a subtraction problem.

**Standard:** Add and subtract within 20.

- Count to help add and subtract.
- Add and subtract facts within 20.

**Standard:** Work with addition and subtraction equations.

- Understand the meaning of equal sign & recognize if addition or subtraction problems are true or false.
- Identify the missing number in an addition or subtraction problem.

### **Domain: Geometry**

**Standard:** Reason with shapes and their attributes.

- Build, draw, and tell about shapes.
- Make two and three-dimensional shapes.
- Use shapes to build new shapes.
- Divide shapes into parts.

### **Domain: Measurement and Data**

**Standard:** Measure lengths indirectly and by iterating length units.

- Put 3 objects in order from longest to shortest.
- Measure the length of an object using whole numbers.

**Standard:** Tell and write time.

- Tell and write time in hours and half hours using a clock.

**Standard:** Represent and interpret data.

- Organize, understand, and interpret data.



**Domain: Number and Operations in Base Ten**

**Standard:** Extend the counting sequence.

- Count to 120.

**Standard:** Understand place value.

- Identify how many tens and ones are in a number.
- Compare numbers using the symbols  $<$ ,  $>$ , or  $=$ .

**Standard:** Use place value understanding and properties of operations to add and subtract.

- Use manipulatives and pictures to solve problems within 100.
- Use math strategies to solve problems within 100.
- Find ten more and ten less in their head.
- Subtract multiples of 10 under 100 and explain how it was done.



# Standards For Mathematical Practice

## PARENTS' GUIDE

**As your son or daughter works through homework exercises, you can help him/her develop skills with these mathematical practice standards by asking some of these questions...**

### **1. Make sense of problems and persevere in solving them.**

- What are you solving for in the problem?
- Can you think of a problem that you have solved before that is like this one?
- How will you go about solving it? What's your plan?
- Are you making progress toward solving it? Should you try a different plan?
- How can you check your answer? Can you check using a different method?

### **2. Reason abstractly and quantitatively.**

- Can you write or recall an expression or equation to match the situation?
- What do the numbers or variables in the equation refer to?
- What's the connection among the numbers and the variables in the equation?

### **3. Construct viable arguments and critique the reasoning of others.**

- Tell me what your answer means.
- How do you know that your answer is correct?
- If I told you I think the answer should be (offer a wrong answer), how would you explain to me why I'm wrong.

### **4. Model with mathematics.**

- Do you know a formula or relationship that fits this problem situation?
- What's the connection among the numbers in the problem?
- Is your answer reasonable? How do you know?
- What does the number(s) in your solution refer to?

### **5. Use appropriate tools strategically.**

- What tools could use to solve this problem? How can each one help you?
- Which tool is more useful for this problem? Explain your choice.
- Why is this tool (the one selected) better to use than (another tool mentioned)?
- Before you solve the problem, can you estimate the answer?

### **6. Attend to precision.**

- What do the symbols that you used mean?
- What units of measure are you using? (for measurement problems)
- Explain to me (a term from the lesson)

### **7. Look for and make use of structure.**

- What do you notice about the answers to the exercises you've just completed?
- What do different parts of the expression or equation you're using tell you about possible correct answers?

### **8. Look for and express regularity in repeated reasoning.**

- What shortcut can you think of that will always work for these kinds of problems?
- What pattern(s) do you see? Can you make a rule or generalization?

## **Subject: Social Studies**

### **History**

- Symbols
- Native Americans
- Early American Travelers
- Celebrating Holidays

### **Geography**

- Maps
- Resources
- Landforms

### **Civics & Government**

- Community Helpers
- Neighborhoods
- Getting Along
- Rules We Follow

### **Economics**

- Jobs at home and school
- Goods and Services
- Needs and Wants
- Spending and Saving



## **Subject: Science**

### **Life Science (An Animal's Life):**

Students study the basic needs of animals for survival and the life cycle of animals. The monarch is observed through its life cycle and common schoolyard animals are observed in a model habitat. Students observe and care for the animals.

### **Physical Science (Sorting Things Out):**

Students sort objects by their observable properties and explore the interaction of different material and magnets. States of matter are introduced through solids keeping their shape and liquids taking the shape of the container.

### **Earth Science (Weather Watchers):**

Weather Watchers unit is taught in 2 quarters to span seasons and increase observations in changes in weather and seasons. Students collect weather data, temperature, cloud cover, wind speed and direction, and precipitation over a long period of time. They relate their weather observations to the changes in seasons. Weather observation tools are introduced, thermometer, rain gauge, and windsock.



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## WARREN CONSOLIDATED SCHOOLS

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### **Student Achievement**

A focus on measurable student achievement in our Professional Learning Communities.

### **High Expectations**

Clear expectations for every stakeholder, including students, staff and parents.

### **Strong Relationships**

Strong relationships among all stakeholders, including: teacher-student, parent-teacher, principal-teacher, and superintendent-board member.

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disability Act of 1990, the Elliott-Larsen Civil Rights Act of 1977, and the Genetic Information Nondiscrimination Act of 2008, it is the policy of the Warren Consolidated Schools that no person shall, on the basis of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes") be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or in employment. Inquiries should be addressed to the Chief Human Resources Officer, 31300 Anita, Warren, Michigan 48093, (586) 825-2400, ext 63110.

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