

WARREN CONSOLIDATED SCHOOLS

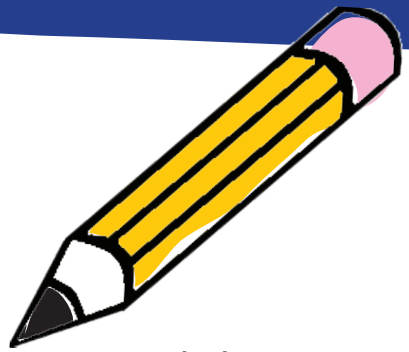
**A Parents' Guide to
Report Cards**

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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 such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.

Standard: Craft and Structure

- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Standard: Integration of Knowledge and Ideas

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Domain: Reading Informational Text

Standard: Key Ideas and Details

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Standard: Craft and Structure

- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Standard: Integration of Knowledge and Ideas

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Domain: Reading Foundational Skills

Standard: Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - 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 book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Standard: Production and Distribution of Writing

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 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., read a number of books on a single topic to produce a report; record science observations).
- 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 2 topics and texts with peers and adults in small and larger groups.
 - o Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - o Build on others' talk in conversations by linking their comments to the remarks of others.
 - o Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Standard: Presentation of Knowledge and Ideas

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 36–37 for specific expectations.)

Domain: Language

Standard: Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - o Use collective nouns (e.g., group).
 - o Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - o Use reflexive pronouns (e.g., myself, ourselves).
 - o Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - o Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - o Produce, expand, and rearrange complete simple and compound sentences

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - o Capitalize holidays, product names, and geographic names.
 - o Use commas in greetings and closings of letters.
 - o Use an apostrophe to form contractions and frequently occurring possessives.
 - o Generalize learned spelling patterns when writing words
 - o Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

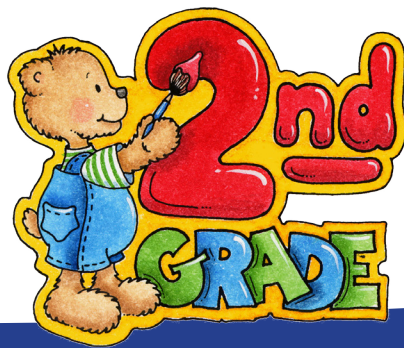
Standard: Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - o Compare formal and informal uses of English.

Domain: Language

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.
 - o Use sentence-level context as a clue to the meaning of a word or phrase.
 - o Use frequently occurring affixes as a clue to the meaning of a word.
 - o 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.
 - o Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - o 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).
 - o Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - o 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 involving addition and subtraction.

- Use strategies to solve addition and subtraction word problems.

Standard: Add and subtract within 20.

- Know addition and subtraction facts.

Standard: Work with equal groups of objects to gain foundations for multiplication.

- Group objects to tell if number is even or odd.
- Use repeated addition to help gain an understanding of multiplication.

Domain: Geometry

Standard: Reason with shapes and their attributes.

- Name and draw shapes.
- Find the area of a rectangle.
- Divide shapes into equal parts.
- Use fractions to describe the equal parts of a shape.

Domain: Measurement and Data

Standard: Measure and estimate lengths in standard units.

- Use different tools to measure objects.
- Compare the length of an object using 2 different units of measurement.
- Estimate the lengths of objects.
- Compare the length of two different objects.

Standard: Relate addition and subtraction to length.

- Use addition and subtraction to solve measurement problems.
- Make and use a number line.

Standard: Work with time and money.

- Count money to solve word problems.
- Tell time to 5 minutes.
- Understand a.m. and p.m.

Standard: Represent and interpret data.

- Make a table to organize data.
- Make a line plot to organize data.
- Make a picture and bar graph to represent data with up to 4 categories.

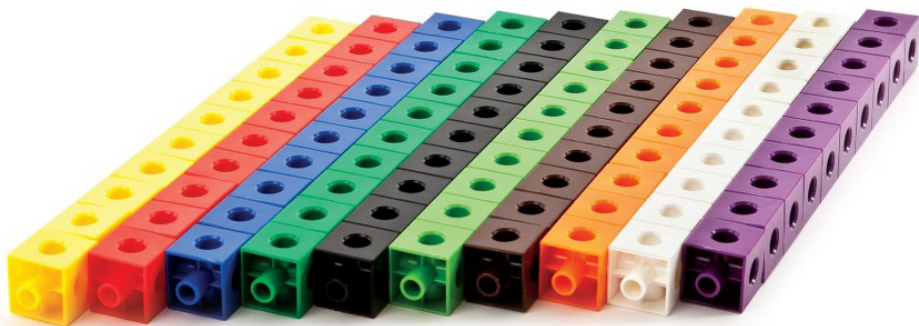
Domain: Number and Operations in Base Ten

Standard: Understand place value.

- Understand and use hundreds, tens, and ones.
- Use models and symbols to compare numbers.
- Count to 1,000 using 1s, 5s, 10s, and 100s.
- Understand that 100 can be thought of as a bundle of ten tens.
- Understand the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900, refer to one, two, three, four, five, six, seven, eight, nine hundreds.
- Read and write numbers to 1,000 in different ways.
- Compare 3 digit numbers using $<$, $>$, or $=$.

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

- Add and subtract 3-digit numbers.
- Add up to four 2-digit numbers.
- Add and subtract with regrouping.
- Add and subtract tens and hundreds in their head.



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

- Thirteen Colonies
- First Americans
- Landmarks
- Holidays, Customs, Family Traditions

Geography

- Living in a neighborhood
- Caring for Resources
- Comparing our state and community

Civics & Government

- Community Services
- Voting
- Three Branches of Government
- Getting Along
- Rules

Economics

- Earning/Using Money
- Consumers and Producers
- Trading and moving goods



Subject: Science

Life Science (A Plant's Life):

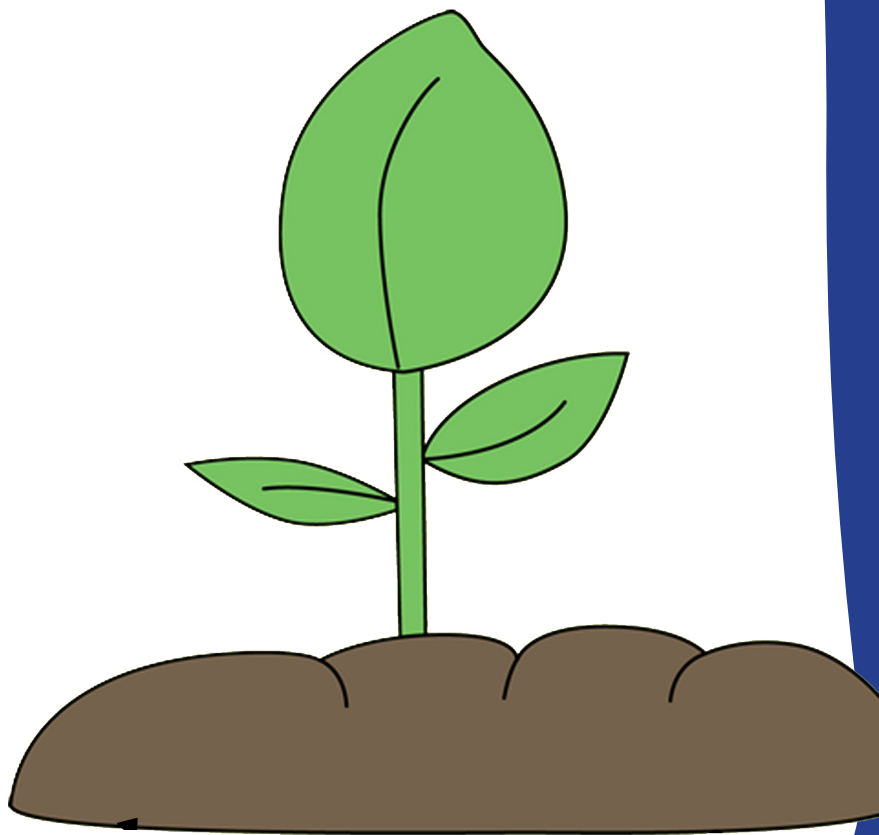
Students explore the parts of a plant, what they do, and how they contribute to its survival. Through planting seeds and observing their growth, they examine the life cycle of plants and consider their importance to the survival of all living things.

Physical Science (Measuring Matters):

Measuring Matters focuses on common objects and substances and their physical properties that can be observed and measured. Students describe objects and substances and identify the properties of matter through the application of measurement and material composition.

Earth Science (Earth's Land and Water):

After identifying and designing models of landforms and bodies of water, students explore how water exists on Earth in three states and the movement of water on land and through the atmosphere. Students apply their knowledge to help identify sources of water and what is usable. Lessons include identifying and keeping track of uses of water in the classroom, home, and community. Students design a plan for water conservation.



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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.

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