

WARREN CONSOLIDATED SCHOOLS

A Parents' Guide to



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

- 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.

Standard: Craft and 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.

Standard: Integration of Knowledge and 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).
- (Not applicable to literature)
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Domain: Reading Informational Text

Standard: Key Ideas and 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.

Standard: Craft and 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.

Standard: Integration of Knowledge and 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).

Domain: Reading Foundational Skills

Standard: Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - o Recognize and produce rhyming words.
 - o Count, pronounce, blend, and segment syllables in spoken words.
 - o Blend and segment onsets and rimes of single-syllable spoken words.
 - o Isolate and pronounce 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/.)
 - o Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Standard: Phonics and Word Recognition

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

Standard: Fluency

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

Standard: Concepts of Print

- Demonstrate understanding of the organization and basic features of print.
 - o Follow words from left to right, top to bottom, and page by page.
 - o Recognize that spoken words are represented in written language by specific sequences of letters.



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

- 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.

Standard: Production and Distribution of Writing

- 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.

Standard: Research to Build and Present Knowledge

- 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.

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

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - o Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - o Continue 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

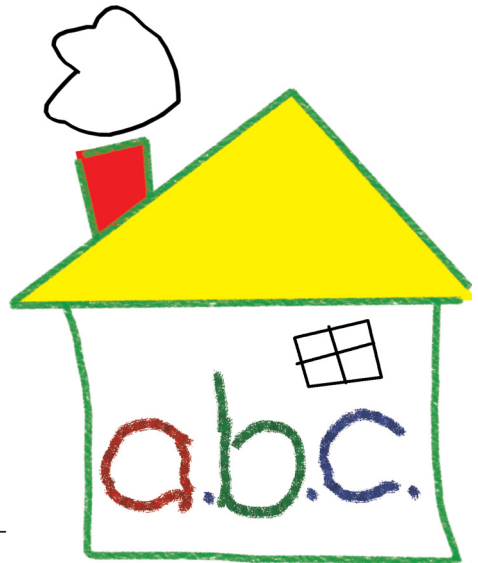
Domain: Language

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 kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Use 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.
 - o Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - o Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - o Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - o Distinguish 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.



Subject: Math (Common Core State Standards)

Domain: Counting and Cardinality

Standard: Know number names and the count sequence.

- Count to 100 by ones and tens.
- Count forward starting at a given number.
- Write numbers from 0-20.
- Represent a number of objects with a written numeral 0-20.

Standard: Compare Numbers.

- Tell if a group of objects in one group is greater than, less than, or equal to a group of objects in another group.
- Understand that the number of objects in a group can be rearranged and the total number will be the same.
- Compare two written numbers between 1 and 10.

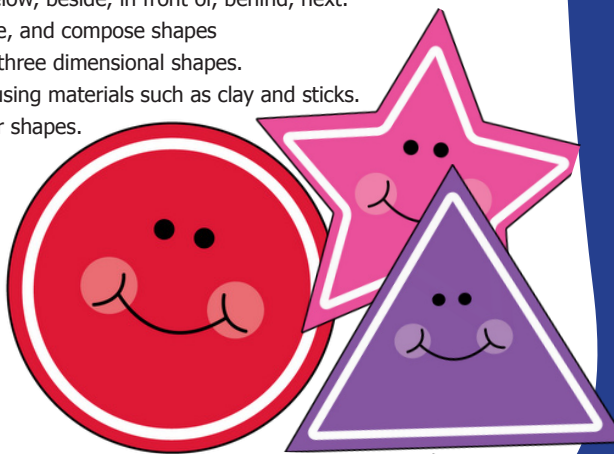
Standard: Count to tell the number of objects.

- Write a number for a group of objects.
- Name a group of objects by using a number.
- Put numbers in order.
- Understand that the last object counted tells the number of objects in groups.
- Understand that the number of objects in a group can be rearranged and the total number will be the same.
- Understand that adding an object to a group will make the total number one bigger.
- Count to tell how many.
- Count out a number of objects between 1 and 20.

Domain: Geometry

Standard: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, & spheres).

- Describe objects using names of shapes.
 - Tell location of shapes- above, below, beside, in front of, behind, next.
- Standard: Analyze, compare, create, and compose shapes
- Tell about and compare two and three dimensional shapes.
 - Draw shapes and model shapes using materials such as clay and sticks.
 - Use simple shapes to make larger shapes.



Domain: Measurement and Data

Standard: Describe and compare measurable attributes.

- Tell how an object can be measured.
- Compare how 2 objects are similar or different.
- Put 3 objects in order from longest to shortest.

Standard: Classify objects and count the number of objects in each category.

- Places objects in categories.
- Count the number of objects in categories.
- Sort the categories by the number of objects.
- Organize and understand data.
- Ask and answer questions about data.

Domain: Operations in Algebraic Thinking

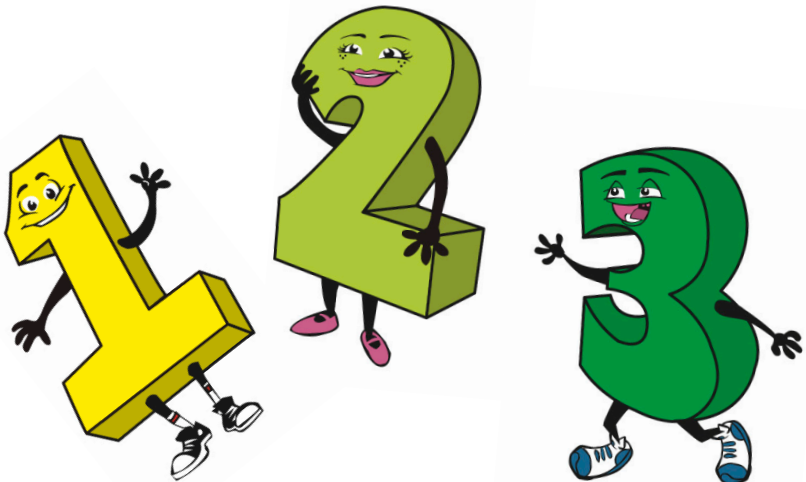
Standard: Understand addition as putting together and taking to, and understand subtraction as taking apart and taking from.

- Use objects, fingers, and pictures to help show addition.
- Use objects, fingers, and pictures to help show subtraction.
- Solve addition and subtraction word problems within 10.
- Take apart numbers less than or equal to 10.
- Find the number that is added to 1 through 9 to make 10, and use objects or drawings to show the answer.
- Add and subtract within 5.

Domain: Operations in Base Ten

Standard: Work with numbers 11-19 to gain foundations for place value.

- Put together and take apart numbers from 11-19 by naming the tens and ones.
- Use objects, drawings, or equations to show tens and ones.



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

- National Symbols
- First Americans
- Explorers
- Thanksgiving
- Celebrations
- Transportation
- Scientists and Inventors

Geography

- Maps
- Signs
- Resources
- Landforms

Civics & Government

- Community Helpers
- Neighborhoods
- Getting Along
- Rules

Economics

- Work/Jobs
- Earning/Using Money
- Needs and Wants



Subject: Science

Life Science (Is it Living?):

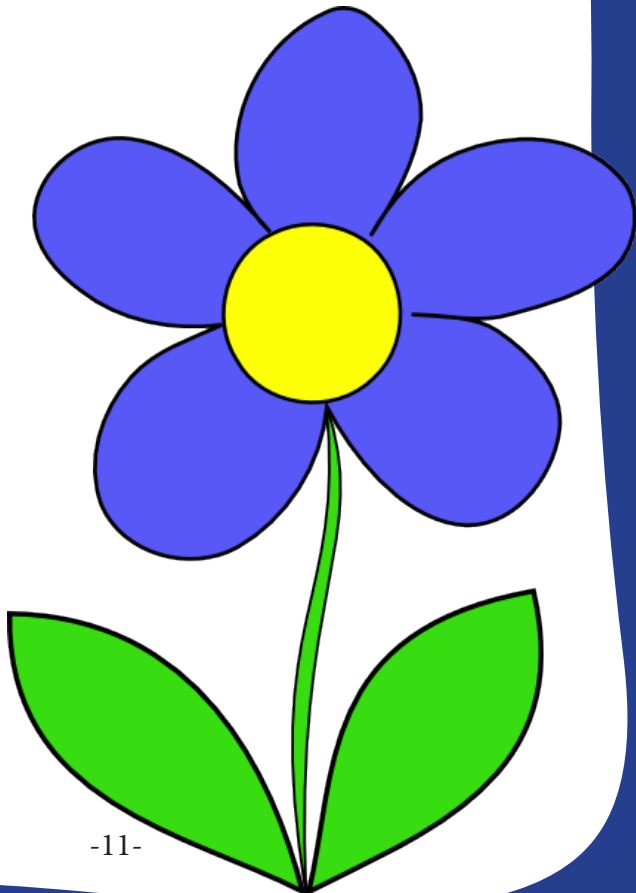
Students recognize living and nonliving things and the basic needs of organisms. They compare physical characteristics of organisms and how the organisms use the characteristics for survival.

Physical Science (Kindergarten in Motion/Senses):

The Kindergarten in Motion unit develops students' prior knowledge of motion and changes in motion through observation and investigation on the playground and high interest classroom investigations. The Senses unit is based on skill building of sound inquiry practices, focusing on the use of the senses to make purposeful observations and raise questions for investigation.

Earth Science (My Earth):

Using students' natural curiosity about rocks, soil, sand, water, etc., they develop their observation skills and recognition of the importance of earth materials in growth and living things.



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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.
