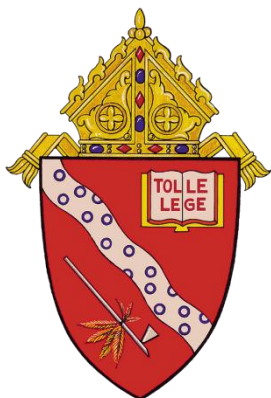


Parent Guide to Standards Based Report Cards

Grades Kindergarten through Five



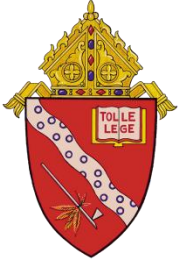
**Diocese of
Kalamazoo Catholic
Schools 2012-13**

Updated November 27, 2012

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Diocese of Kalamazoo
Catholic Schools

OFFICE OF THE SUPERINTENDENT

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Dear Parents,

As the Diocese of Kalamazoo Catholic Schools continues to improve teaching and learning for all students, we know that parents and families are our most valued partner. This is especially true as our Diocese strives to improve our educational programs by adopting more rigorous standards for achievement. Our schools have begun implementation of the *Common Core State Standards*, which set high expectations for what our student should know and be able to do in each subject area and grade level. Achieving these career and college ready standards required continuous progress monitoring and providing targeted support as needed.

In order to provide parents, students and teachers with relevant, meaningful and accurate information, the Diocese has adopted standards based report cards. Standards describe what each student should know and be able to do at each grade level and in all subjects. The new report card was researched, developed and created by a team of Diocesan school principals and teachers who have studied this process extensively. Currently, the diocese uses standards based report cards in all grades pre-school through 5. We will continue to add grades each year through grade eight. The standards based report cards are reviewed annually and revisions are made as needed to improve the format and accuracy of the card.

This parent handbook provides details regarding the standard expectations for Reading, Mathematics and Language Arts. There are also additional resources included if you wish to learn more about the diocesan curriculum, the state Grade Level Content Expectations, or the *Common Core State Standards*. We always welcome your suggestions and opinions regarding the educational programs offered by our schools. Please contact your child's school or the Office of Schools if you have questions or concerns.

May God continue to bless you and your family throughout the year. Please know that your children are our greatest treasure and we will continue to love, protect and educate them to the best of our ability. Thank you for sharing them with us!

Sincerely,

Margaret M. Erich
Superintendent of Schools

RETHINKING REPORT CARDS

(Reprinted from *Rethinking Report Cards*, www.greatschools.org¹)

What are State Standards?

The State of Michigan and the Diocese of Kalamazoo have adopted the Common Core State Standards (CCSS) for Mathematics and English Language Arts. Standards are a list of skills that students should learn at each grade level from Kindergarten through high school. For example: in Arizona, fifth-graders are expected to be able to compare whole numbers, fractions and decimals. A fifth grader should be able to determine that 0.6 is larger than $\frac{1}{2}$.

Teachers are responsible for teaching the skills for their students' grade level, although standards do not say how teachers should teach.

What is a standards-based report card?

A standards-based report card lists the most important skills students should learn in each subject at a particular grade level. For example, a second-grade report card might list these skills:

- Writes in complete sentences
- Uses capital letters, periods, question marks and quotation marks correctly
- Uses the writing process
- Writes a friendly letter with a greeting, body and conclusion
- Knows the purpose and use of a dictionary, thesaurus and atlas

Instead of letter grades, students receive marks that show how well they have mastered the skills. The marks might show whether the student is advanced, proficient, basic, or below basic for each standard or they might be numbers representing whether students meet, exceed or approach each standard. Students usually get separate marks for effort and work habits, which are important for parents to keep tabs on even if these characteristics are not included in the assessment of the student's academic skills.

How are standards-based report cards different from traditional report cards?

On many traditional report cards, students receive one grade for reading, one for math, one for science and so on. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive separate marks for each standard.

The marks on a standards-based report card are different from traditional letter grades. Letter grades are often calculated by combining how well the student met his particular teacher's expectations, how he performed on assignments and tests, and how much effort the teachers believe he put in. Letter grades do not tell parents which skills their children have mastered or whether they are working at grade level. Because one fourth-grade teacher might be reviewing basic multiplication facts, while another is teaching multiplication of two- or three-digit numbers, getting an A in each of these classes would mean very different things. The parent of a child in these classes would not know if the child were learning what he should be to meet the state standards.

Standards-based report cards should provide more consistency between teachers than traditional report cards, because all students are evaluated on the same grade-appropriate skills.

¹ See *Resource* page for link to complete Great Schools article

Why are some districts switching to standards-based report cards?

Diane Meade, a teacher on special assignment in the Beverly Hills Unified School district in California, believes students are the biggest winners when standards-based report cards are used. "These report cards give students specific information about how they are doing and pinpoint where they need to improve."

This approach can carry over to classroom assignments, too, as they report card influences the way teachers assess student learning throughout the year. Teachers work together to describe clearly what student work that meets standards looks like. Teachers share these expectations with students and when students get assignments they know exactly what they have to do to be proficient or advanced. Because concrete skills and knowledge are listed on the report card, it is one way to help monitor whether all students are being exposed to the same curriculum and learning the skills they should learn in each grade.

The new report cards also make the standards clear to parents. Parents should know exactly what their students should be able to do. Even though all standards are not listed on the card, parents can access a complete list of grade level standards either on-line or from the school office.

How will standards-based report cards affect my child?

One of the biggest adjustments for students and parents is that many standards-based report cards focus on end-of-the-year goals. This means that in the first or second grading period, instead of getting A's for trying hard and doing well on tests, a high-achieving student might have several marks indicating that she is not yet proficient in some skills. Although this is normal since most students will not meet all of the year's goals in the first quarter, it can be disconcerting to parents and kids used to seeing all A's or B's.

Another big change for students is understanding the concept of "advanced" or "exceeding standards." Advanced is not necessarily the equivalent of an A on a traditional report card. For example, if a fifth-grader received A's on every math test during the semester, she would probably receive an A on a traditional report card. If those math tests measured only the concepts fifth grades are expected to master, those A's would be the equivalent of "proficient" on a standards-based report card; the student is doing what he should be doing, but not necessarily more.

Teachers are encouraged to provide students with opportunities to show they can exceed what is expected and be truly advanced. Standards-based report cards can encourage teachers to make sure their lessons offer students a chance to go beyond "grade level." One example is used to help parents understand is "You climb up the hill to be proficient, but you have to fly off to be exemplary."

Standards based report cards provide the added benefit of keeping teachers and parents focused on student learning goals from the very beginning of the year. This gives students a chance to get help where it is most needed sooner rather than later.

INTRODUCTION TO STANDARDS BASED GRADING

The Diocese of Kalamazoo, Office of Schools, has adopted a standards-based approach to reporting student progress toward grade-level goals. Students receiving this report of Student Progress/Performance will no longer be given a traditional overall achievement grade in each content area. Instead, levels of proficiency will be given for each standard that is taught and assessed during any one marking period.

The academic proficiency scale is: **+**: **Proficient**; **/**: **Partially Proficient**; **-**: **Not Proficient**.

DEFINITIONS OF PROFICIENCY LEVELS

At the elementary level, there are 4 standards-based reporting periods. For the first 3 reporting periods, students are evaluated based on expected progress at that particular point in the school year. In other words, students who receive a “+” or “Proficient” are performing at the level expected for their grade level at this point in the school year. Students receiving “-” or “Not Proficient” are performing below the level expected for their grade level at this point in the school year. In the final reporting period, the report card proficiency level reflects a student’s achievement of grade-level standards in all content areas.

Standards for Reading, Mathematics, and English Language Arts are correlated with the Common Core State Standards (CCSS) and aligned with the draft benchmarks for the Michigan Grade Level Content Expectations (GLCE). These standards define what students should know and be able to do at the end of each grade.

Proficiency levels are broadly defined as follows:

Proficient (+) The student demonstrates **consistent understanding and application** of the academic content and skills tested. The student requires no support in instructional settings to demonstrate proficiency.

Partially Proficient (/) The student demonstrates **general understanding but inconsistent application** of the academic content and skills tested. The student requires some support in instructional settings to demonstrate understanding and mastery of the content and skills.

Not Proficient (-) The student demonstrates **a lack of understanding** of the academic content and skills tested. The student requires significant support in instructional settings to demonstrate consistent understanding and mastery of the content and skills.

A blank in any square indicates the skill has not been assessed during the particular quarter.

Adjusted Curriculum (AC) The student receives grade level accommodations for this skill in order to demonstrate understanding and mastery of the content and skills.

Modified Curriculum (MC) The student receives non-grade level accommodations.

KINDERGARTEN READING

In Kindergarten, children are being prepared for the beginning stages of reading. They connect letters to letter sounds, and learn how letters combine to make words. Through read-alouds, and opportunities to practice reading, they gain meaning from text, identify parts of a story, and listen to the sound of reading.

FOUNDATIONAL SKILLS

- Print concepts
 - Demonstrate understanding of the organization and basic features of print.
- Phonological awareness
 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Phonics and Word Recognition
 - Know and apply grade-level phonics and word analysis skills in decoding words.
- Fluency
 - Read emergent-reader texts with purpose and understanding.

STANDARDS FOR LITERATURE

- 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.
- 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.
- 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).
 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

STANDARDS FOR INFORMATIONAL TEXT

- 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.
- 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.
- 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).

KINDERGARTEN MATHEMATICS

In Kindergarten, students focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten is devoted to number than to other topics.

- Counting and Cardinality
 - Know number names and count sequence
 - Count to tell the number of objects
 - Compare numbers
- Measurement and Data
 - Describe and compare measurable attributes
 - Classify objects and count the number of objects in categories
- Operations and Algebraic Thinking
 - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
- Number and Operations in Base Ten
 - Work with numbers 11-19 to gain foundations for place value
- Measurement and Data
 - Describe and compare measurable attributes
 - Classify objects and count the number of objects in categories
- Geometry
 - Identify and describe shapes
 - Analyze, compare, create, and compose shapes



KINDERGARTEN ENGLISH LANGUAGE ARTS

STANDARDS FOR WRITING

In Kindergarten, children combine drawing, dictating, and writing to share stories, write to tell about topics and create opinion pieces that show their likes and dislikes.

- Text Types 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
 - 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
 - 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
 - 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

STANDARDS FOR SPEAKING AND LISTENING

- Comprehension and Collaboration
 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
 - 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
 - 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

STANDARDS FOR LANGUAGE

- Conventions of Standard English
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Vocabulary Acquisition and Use
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
 - With guidance and support from adults, explore word relationships and nuances in word meanings
 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



FIRST GRADE READING

In grade 1, children continue to learn skills required for the beginning stages of reading. They explore the relationship between different letters, letter combinations, and sounds. Reading becomes more fluent as they learn skills to identify words and gain meaning from text.

FOUNDATIONAL SKILLS

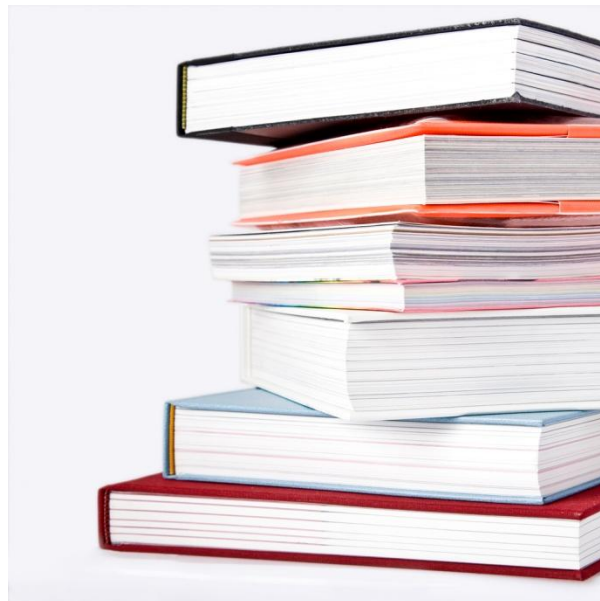
- Print Concepts
 - Demonstrate understanding of the organization and basic features of print
- Phonological Awareness
 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Phonics and Word Recognition
 - Know and apply grade-level phonics and word analysis skills in decoding words
- Fluency
 - Reads with sufficient accuracy and fluency to support comprehension

STANDARDS FOR LITERATURE

- 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
- Craft and Structure
 - Identify words and phrases in stories or poems that suggest feelings or appeals 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
- 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

STANDARDS FOR INFORMATIONAL TEXT

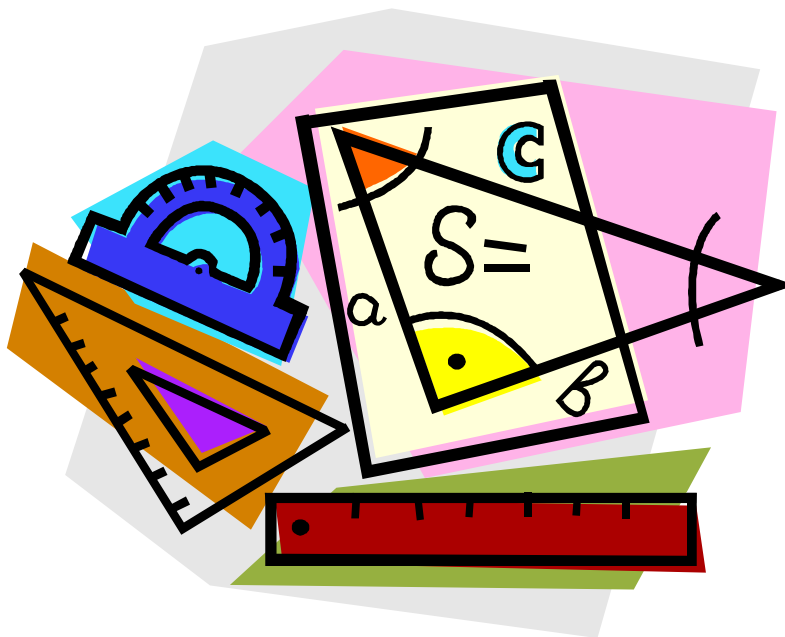
- Key ideas and details
 - Ask and answer questions about key details in a text
 - Identify the main topic and retell key details of a text
 - Describe the connection between two individuals, events, ideas, or pieces of information in a text
- Craft and Structure
 - Ask and answer questions to help determine 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
- 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)



FIRST GRADE MATHEMATICS

In grade 1, children learn the basic processes of addition and subtraction. They identify shapes, recognize patterns, and continue developing ideas in data.

- Operations and Algebraic Thinking
 - Represent and solve problems involving addition and subtraction
 - Understand and apply properties of operations and the relationship between addition and subtraction
 - Add and subtract within 20
 - Work with addition and subtraction equations
- Number and Operations in Base Ten
 - Extend the counting sequence
 - Understand place value
 - Use place value understanding and properties of operations to add and subtract
- Measurement and Data
 - Measure lengths indirectly and by iterating length units
 - Tell and write time
 - Represent and interpret data
- Geometry
 - Reason with shapes and their attributes



FIRST GRADE ENGLISH LANGUAGE ARTS

In grade 1, children continue to learn about words and how to express themselves using spoken and written language. They write to share their ideas and explain what they have learned. They participate in shared research projects.

STANDARDS FOR WRITING

- Text types 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
- 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
- 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 source to answer a question

STANDARDS FOR SPEAKING AND LISTENING

- 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
 - 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
- 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

STANDARDS FOR LANGUAGE

- Conventions of Standard English
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Vocabulary Acquisition and Use
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrase based on grade 1 reading and content, choosing flexibly from an array of strategies
 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings
 - Use words and phrase acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships



SECOND GRADE READING

In Grade 2, children continue learning the fundamentals of reading. Their skill level increases as they apply word attack and comprehension strategies to read different texts. By the end of Grade 2, children are expected to be able to read books with increasingly difficult text.

FOUNDATIONAL SKILLS

- Phonics and Word Recognition
 - Know and apply grade-level phonics and word analysis skills in decoding words
- Fluency
 - Read with sufficient accuracy and fluency to support comprehension

STANDARDS FOR LITERATURE

- 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, lessons, or moral
 - Describe how characters in a story respond to major events and challenges
- 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
- 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

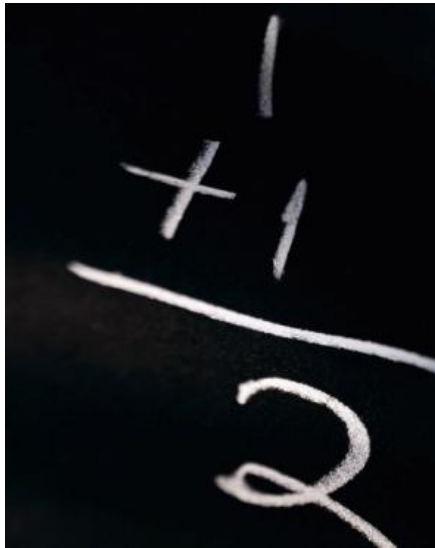
STANDARDS FOR INFORMATIONAL TEXT

- Key Ideas and Details
 - Ask and answer such questions as who, what, why, when, 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
- 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
- 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

SECOND GRADE MATHEMATICS

In grade 2 children continue to learn addition and subtraction. They increase their knowledge of geometrical shapes and describe data. They learn to use measurement tools.

- Operations and Algebraic Thinking
 - Represent and solve problems involving addition and subtraction
 - Add and subtract within 20
 - Work with equal groups of objects to gain foundations form multiplication
- Number and Operations in Base Ten
 - Understand place value
 - Use place value understanding and properties of operations to add and subtract
- Measurement and Data
 - Measure and estimate lengths in standard units
 - Relate addition and subtraction to length
 - Work with time and money
 - Represent and interpret data
- Geometry
 - Reason with shapes and their attributes



SECOND GRADE ENGLISH LANGUAGE ARTS

In grade 2, children continue to express themselves in writing. They improve listening and oral communication skills and continue exploring new topics by researching. Students add to their vocabulary and learn to write using correct capital letters and punctuation marks.

STANDARDS FOR WRITING

- Text Types 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.
- 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
- 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

STANDARDS FOR SPEAKING AND LISTENING

- 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.
 - 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.
- 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

STANDARDS FOR SPEAKING AND LISTENING

- Comprehension and Collaboration
 - Participate in collaborative conversations with diverse partners about grade 2 topics with peers and adults in small and larger groups

- 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
- 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.

STANDARDS FOR LANGUAGE

- Comprehension and Collaboration
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Knowledge of Language
 - Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Vocabulary Acquisition and Use
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
 - Demonstrate understanding of word relationships and nuances in word meanings.
 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

THIRD GRADE READING

In grade 3, children will continue to apply word attack and comprehension strategies to read increasingly difficult text across content areas. By the end of third grade, children are expected to be fluent readers capable of reading more lengthy text.

FOUNDATIONAL SKILLS

- Phonics and Word Recognition
 - Know and apply grade-level phonics and word analysis skills in decoding words
- Fluency
 - Read with sufficient accuracy and fluency to support comprehension

STANDARDS FOR LITERATURE

- Key Ideas and Details
 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- Craft and Structure
 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
 - Refer to parts of stories, dramas, and poem when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
 - Distinguish their own point of view from that of the narrator or those of the characters
- Integration of Knowledge and Ideas
 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

STANDARDS FOR INFORMATIONAL TEXT

- Key Ideas and Details
 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - Determine the main idea of a text; recount the key details and explain how they support the main idea.
 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
- Craft and Structure
 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 - Distinguish their own point of view from that of the author of a text.

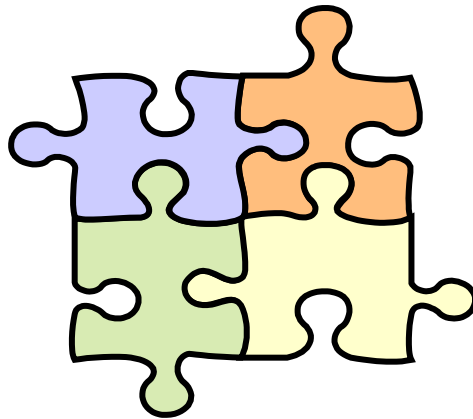
- Integration of Knowledge and Ideas
 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
 - Compare and contrast the most important points and key details presented in two texts on the same topic.



THIRD GRADE MATHEMATICS

In grade 3, children begin learning multiplication and division. They continue working with geometric shapes and the collection of data.

- Operations and Algebraic Thinking
 - Represent and solve problems involving multiplication and division.
 - Understand properties of multiplication and the relationship between multiplication and division.
 - Multiply and divide within 100.
 - Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Number and Operations in Base Ten
 - Use place value understanding and properties of operations to perform multi-digit arithmetic
- Number and Operations in Base Ten-Fractions
 - Develop an understanding of fractions as numbers
- Measurement and Data
 - Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
 - Represent and interpret data.
 - Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
 - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- Geometry
 - Reason with shapes and their attributes



THIRD GRADE ENGLISH LANGUAGE ARTS

In grade 3, children expand their writing skills by creating a variety of writing selections and applying correct grammar and spelling. They learn keyboarding skills and use computers for research, and share their findings both orally and in writing.

- Text Types and Purposes
 - Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- Production and Distribution of Writing
 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (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, and editing.
 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Research to Build and Present Knowledge
 - Conduct short research projects that build knowledge about a topic.
 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Range of Writing
 - 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.

STANDARDS FOR SPEAKING AND LISTENING

- Comprehension and Collaboration
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Presentation of knowledge and Ideas
 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
 - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

STANDARDS FOR LANGUAGE

- Conventions of Standards English
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Knowledge of Language
 - Use knowledge of language and its conventions when writing, speaking, reading , or listening
- Vocabulary Acquisition and Use
 - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
 - Demonstrate understanding of word relationships and nuances in word meanings.
 - Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.



FOURTH GRADE READING

Grade 4 reading focuses on teaching children to use reading materials and other resources to gather information. They utilize a variety of reading strategies to unlock the meaning of the text.

FOUNDATIONAL SKILLS

- Phonics and Word Recognition
 - Know and apply grade-level phonics and word analysis skills decoding words
- Fluency
 - Read with sufficient accuracy and fluency to support comprehension.

STANDARDS FOR LITERATURE

- Key Ideas and Details
 - Refer to details and examples in 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; summarize the text.
 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- Craft and Structure
 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations
- Integration of Knowledge and Ideas
 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
 - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

FOURTH GRADE MATHEMATICS

In Grade 4, students focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

- Operations and Algebraic Thinking
 - Use the four operations with whole numbers to solve problems.
 - Gain familiarity with factors and multiples.
 - Generate and analyze patterns
- Number and operations in Base Ten
 - Generalize place value understanding for multi-digit whole numbers.
 - Use place value understanding and properties of operations to perform multi-digit arithmetic
- Number and Operations—Fractions
 - Extend understanding of fraction equivalence and ordering.
 - Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
 - Understand decimal notation for fractions, and compare decimal fractions.
- Measurement and Data
 - Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
 - Represent and interpret data
 - Geometric measurement: understand concepts of angle and measure angles
- Geometry
 - Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

FOURTH GRADE ENGLISH LANGUAGE ARTS

In grade 4, children will use technology to compose organized writing complete with details, effective word choice, and correct sentence structure. They can apply the rules of grammar and punctuation. They can clearly communicate their ideas when speaking.

STANDARDS FOR WRITING

- Text Types and Purposes
 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- Production and Distribution of Writing
 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - 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 one page in a single sitting.
- Research to Build and Present Knowledge
 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
 - Draw evidence from literary or informational texts to support analysis, reflection, and research
- Range of Writing
 - 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.

STANDARDS FOR SPEAKING AND LISTENING

- Comprehensions and Collaboration
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - Identify the reasons and evidence a speaker provides to support particular points.
- Presentation of Knowledge and Ideas
 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STANDARDS FOR LANGUAGE

- Conventions of Standards English
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Knowledge of Language
 - Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Vocabulary Acquisition and Use
 - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic

GRADE FIVE READING

In grade 5, children continue to extend their use of reading strategies to understand, analyze, and interpret information. They read both accurately and fluently to understand text.

FOUNDATIONAL SKILLS

- Phonics and Word Recognition
 - Know and apply grade-level phonics and word analysis skills in decoding words
- Fluency
 - Read with sufficient accuracy and fluency to support comprehension

STANDARDS FOR LITERATURE

- Key Ideas and 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
 - 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.

STANDARDS FOR INFORMATIONAL TEXT

- Key Ideas and 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
 - 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 and 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.

FIFTH GRADE MATHEMATICS

In grade 5, children learn more about using mathematical data to solve problems, including how to estimate and measure, and how to predict outcomes.

- Operations and Algebraic Thinking
 - Write and interpret numerical expressions
 - Analyze patterns and relationships
- Number Operations and Base Ten
 - Understand the place value system
 - Perform operations with multi-digit whole numbers and with decimals to hundredths
- Number Operations—Fractions
 - Use equivalent fractions as a strategy to add and subtract fractions
 - Apply and extend previous understandings of multiplication and division to multiply and divide fractions
- Measurement and Data
 - Convert like measurement units within a given measurement system
 - Represent and interpret data
 - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- Geometry
 - Graph points on the coordinate plane to solve real-world and mathematical problems
 - Classify two-dimensional figures into categories based on their properties

FIFTH GRADE ENGLISH LANGUAGE ARTS

In grade 5, children improve their oral skills by making presentations for the class and others. They research topics, then write and present informational and persuasive reports. They write over time and on-demand.

STANDARDS FOR WRITING

- Text Types and Purposes
 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Production and Distribution of Writing
 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - 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
- Research to Build and Present Knowledge
 - 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
- Range of Writing
 - 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

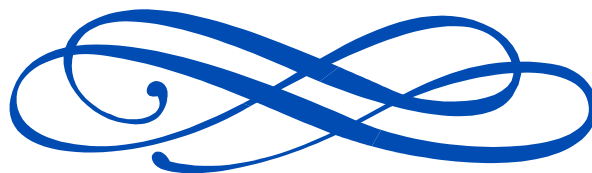
STANDARDS FOR SPEAKING AND LISTENING

- Comprehension and Collaboration
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - 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
 - 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.

STANDARDS FOR LANGUAGE

- Conventions of Standard English
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Knowledge of Language
 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Vocabulary Acquisition and Use
 - 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.
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships



RESOURCES:

- Common Core State Standards:
 - <http://www.corestandards.org/>
- Diocese of Kalamazoo:
 - www.dioceseofkalamazoo.org
- Michigan Grade Level Content Expectations:
 - http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html
- *Rethinking Report Cards*-Great Schools contributing staff article
 - <http://www.greatschools.org/students/academic-skills/350-rethinking-report-cards.gs>