

# WARREN CONSOLIDATED SCHOOLS

**A Parents' Guide to  
Report Cards**

W  
C  
S  
3

Creating Dynamic Futures

Student Achievement • High Expectations • Strong Relationships

## Dear Parents:



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

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

### **Domain: Reading Literature**

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

- Ask and answer questions 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.

#### **Standard: 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 poems 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.

#### **Standard: 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).

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

#### **Standard: 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.

#### **Standard: 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, hyper links) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

**Standard: 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.

**Domain: Reading Foundational Skills**

**Standard: Phonics and Word Recognition**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - o Identify and know the meaning of the most common prefixes and derivational suffixes.
  - o Decode words with common Latin suffixes.
  - o Decode multi-syllable words.
  - o Read grade-appropriate irregularly spelled words.

**Standard: Fluency**

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

**Domain: Writing**

**Standard: Text Type and Purposes**

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - o Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - o Provide reasons that support the opinion.
  - o Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
  - o Provide a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - o Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - o Develop the topic with facts, definitions, and details.
  - o Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - o Provide a concluding statement or section.

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- o Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- o Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- o Use temporal words and phrases to signal event order.

- o Provide a sense of closure.

**Standard:** 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.

Standard: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)

- 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.

**Domain:** Speaking and Listening

**Standard:** 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.

- o Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- 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 Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- o Explain their own ideas and understanding in light of the discussion.

- 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.

**Standard:** 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.

**Domain:** Language

**Standard:** Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - o Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - o Form and use regular and irregular plural nouns.
  - o Use abstract nouns (e.g., childhood).
  - o Form and use regular and irregular verbs.
  - o Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  - o Ensure subject-verb and pronoun-antecedent agreement.\*
  - o Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - o Use coordinating and subordinating conjunctions.
  - o Produce simple, compound, and complex sentences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - o Capitalize appropriate words in titles.
  - o Use commas in addresses.
  - o Use commas and quotation marks in dialogue.
  - o Form and use possessives.
  - o Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - o Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in 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.

**Standard: 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.
  - o Use sentence-level context as a clue to the meaning of a word or phrase.
  - o Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  - o Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - o Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
  - o Distinguish the literal and non literal meanings of words and phrases in context (e.g., take steps).
  - o Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - o Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

**Subject: Math (Common Core State Standards)****Domain: Operations and Algebraic Thinking****Standard: Represent and solve problems involving multiplication and division.**

- Understand multiplication by thinking about groups of objects.
- Interpret products of whole numbers.
- Understand division by thinking about how one group can be divided into smaller groups.
- Interpret whole-number quotients of whole numbers.
- Use what is known about multiplication and division within 100 to solve word problems.
- Find the missing number in a multiplication or division equation.

**Standard: Understand properties of multiplication and the relationship between multiplication and division.**

- Apply properties of operations as strategies to multiply and divide (Commutative, Associative & Distributive).
- Find the answer to a division problem by thinking of the missing factor in a multiplication problem.

**Standard: Multiply and divide within 100.**

- Fluently multiply and divide within 100.

**Standard:** Solve problems involving the 4 operations, and identify and explain patterns.

- Use the 4 operations to solve 2-step word problems, and use mental math to determine if answers are reasonable.
- Find patterns in addition and multiplication tables and explain them using knowledge about how numbers work

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

**Standard:** Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects.

- Tell and write time to the nearest minute.
- Measure time intervals in minutes.
- Solve telling time word problems by adding and subtracting minutes.
- Measure and estimate liquid volumes and masses of objects using grams, kilograms, & liters.
- Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes.

**Standard:** Represent and interpret data.

- Create a picture or bar graph to show data and solve problems using the information from graphs.
- Generate measurement data by measuring lengths with a ruler marked with halves and fourths of an inch.
- Create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half, or quarter.

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

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

- Use place value understanding to round whole numbers to the nearest 10 or 100.
- Fluently add and subtract within 1,000.
- Multiply one-digit whole numbers by multiples of 10 in the range 10-90.

**Domain:** **Geometry**

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

- Place shapes into categories depending on their attributes.
- Recognize & draw quadrilaterals.
- Divide shapes into equal parts with areas and show those areas as fractions.

**Domain:** **Number and Operations - Fractions**

**Standard:** Develop an understanding of fractions as numbers.

- Show and understand that fractions are equal parts of a whole.
- Understand and label fractions on a number line.
- Explain in words or pictures how two fractions can be equivalent.
- Compare fractions by reasoning about their size.
- Show whole numbers as fractions.
- Recognize fractions that are equal to one whole.



# 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**

- Michigan
- Early Native Americans

### **Geography**

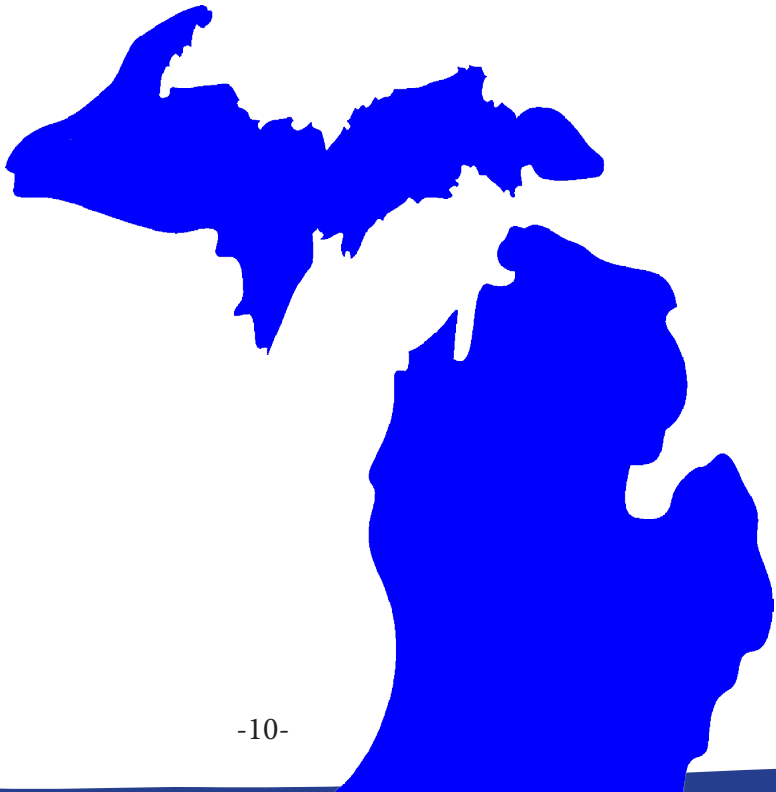
- Latitude and Longitude
- Climate
- Resources

### **Civics & Government**

- Core American Values
- Three Branches of Government
- Equal Rights

### **Economics**

- A Living from the Land
- Growth and Change in Michigan
- Manufacturing
- Trading with the World
- Minding a Business



## **Subject: Science**

### **Life Science (Organisms Have Character):**

Students take a deeper look into the physical and behavioral characteristics of organisms and their role in growth and survival. The function of different body parts is related to their environment and how animals survive in their environment. Students apply their knowledge of organisms to the food chain and food web.

### **Physical Science (Changes in Motion/Light and Sound):**

Using their everyday observations of motion and through a variety of activities, students build on their Kindergarten experiences and explore concepts of motion and forces. They compare and contrast motion in terms of direction, speed, and the relationship with gravity and friction. Beginning with an exploration into the properties of light and sound, students apply their knowledge to concepts related to shadows, color, pitch, and volume. They compare and contrast the properties of light and sound and relate their ideas to observation of change and evidence of sound and light energy.

### **Earth Science (Earth and Me):**

Students identify earth materials and surface changes and apply their knowledge to natural resources and how humans use natural resources. The effect of human dependency and activity on Earth's natural resources is applied through ways to protect, conserve, and restore the Earth's resources and environment.

# FOOD CHAIN



---

## WARREN CONSOLIDATED SCHOOLS

31300 Anita | Warren, Michigan 48093 | 1-888-4WCS-KIDS | [www.wcskids.net](http://www.wcskids.net)

### 2015 Board of Education

Susan G. Trombley, President

Megan E. Papasian-Broadwell, Vice President

I. Susan Kattula, Secretary

Brian White, Treasurer

Benjamin I. Lazarus, Trustee

Elaine G. Martin, Trustee

Kaitlynn Schwab, Trustee

Robert D. Livernois, Ph.D., Superintendent



### **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.

---