

# WARREN CONSOLIDATED SCHOOLS

**A Parents' Guide to  
Report Cards**

**6**

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 in each subject. The new curriculum in English and 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. 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**

## **Domain: Reading Literature**

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

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Explain how an author develops the point of view of the narrator or speaker in a text.

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

- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

### **Standard: Range of Reading and Level of Text Complexity**

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Domain: Reading Informational Text**

**Standard: Key Ideas and Details**

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Standard: Craft and Structure**

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**Standard: Integration of Knowledge and Ideas**

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Standard: Range of Reading and Level of Text Complexity**

- By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Domain: Writing**

**Standard: Text Type and Purposes**

- Write arguments to support claims with clear reasons and relevant evidence.
  - o Introduce claim(s) and organize the reasons and evidence clearly.
  - o Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - o Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - o Establish and maintain a formal style.
  - o Provide a concluding statement or section that follows from the argument presented.

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
  - o Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - o Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - o Use appropriate transitions to clarify the relationships among ideas and concepts.
  - o Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - o Establish and maintain a formal style.
  - o Provide a concluding statement or section that follows from the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - o Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - o Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - o Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - o Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - o Provide a conclusion that follows from the narrated experiences or events.

**Standard:** Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)
- 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 three pages in a single sitting.



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

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - o Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
  - o Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

**Standard:** 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.

**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 6 topics, texts, and issues, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - o Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - o Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  - o Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Standard:** Presentation of Knowledge and Ideas

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)

**Domain:** Language

**Standard:** Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - o Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - o Use intensive pronouns (e.g., myself, ourselves).
  - o Recognize and correct inappropriate shifts in pronoun number and person.\*
  - o Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
  - o Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - o Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
  - o Spell correctly.

**Standard:** Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - o Vary sentence patterns for meaning, reader/listener interest, and style.\*
  - o Maintain consistency in style and tone.\*

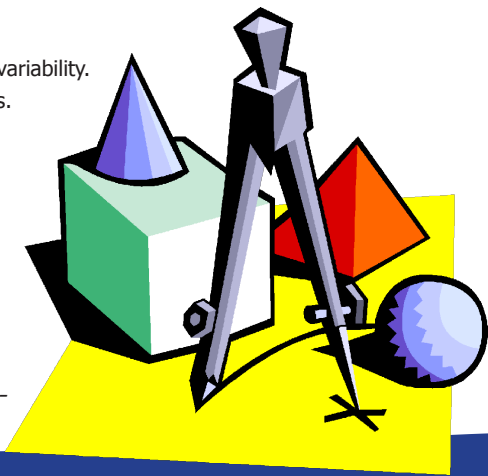
**Standard:** Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  - o Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - o Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - o Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - o Interpret figures of speech (e.g., personification) in context.
  - o Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - o Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Subject: Math**

- Ratios and Proportional Relationships
  - o Understand ratio concepts and use ratio reasoning to solve problems.
- The Number System
  - o Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
  - o Compute fluently with multi-digit numbers and find common factors and multiples.
  - o Apply and extend previous understandings of numbers to the system of rational numbers.
  - o Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.
- Expressions and Equations
  - o Apply and extend previous understandings of arithmetic to algebraic expressions.
  - o Reason about and solve one-variable equations and inequalities.
  - o Represent and analyze quantitative relationships between dependent and independent variables.
- Geometry
  - o Solve real-world and mathematical problems involving area, surface area, and volume.
  - o Draw polygons and represent three-dimensional figures using nets made of rectangles and triangles.
- Statistics and Probability
  - o Develop understanding of statistical variability.
  - o Summarize and describe distributions.





# 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**

### **Geography**

### **Civics and Government**

### **Economics**



## **Subject: Science**

### **Science Processes**

- o Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
- o Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
- o Develop an understanding that claims and evidence for their scientific merit should be analyzed.
- o Understand how scientists decide what constitutes scientific knowledge.
- o Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.

### **Earth Science**

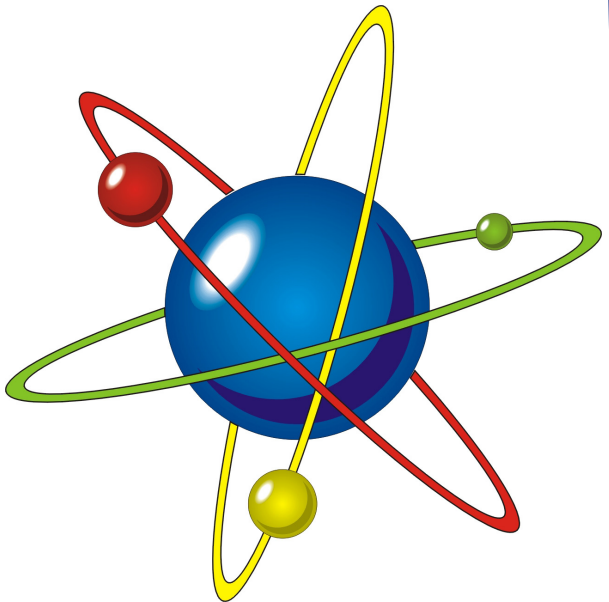
- o Develop an understanding of the properties of earth materials and how those properties make materials useful.
- o Understand gradual and rapid changes in earth materials and features of the surface of Earth.
- o Understand magnetic properties of Earth.
- o Develop an understanding that fossils and layers of Earth provide evidence of the history of Earth's life forms, changes over long periods of time, and theories regarding Earth's history and continental drift.

## **Physical Science**

- o Develop an understanding that there are many forms of energy and that energy is transferable by convection, conduction, or radiation.
- o Understand energy can be in motion, called kinetic; or it can be stored, called potential.
- o Explain how different forms of energy can be transferred from one place to another.
- o Describe and illustrate changes in state in terms of the arrangement and relative motion of the atoms or molecules.
- o Explain how mass is conserved as it changes from state to state in a closed system.

## **Life Science**

- o Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy.
- o Develop an understanding of the interdependence of the variety of populations, communities and ecosystems, including those in the Great Lakes region.
- o Develop an understanding of different types of interdependence and that biotic (living) and abiotic (non-living) factors affect the balance of an ecosystem.
- o Understand that all organisms cause changes, some detrimental and others beneficial, in the environment where they live.



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## WARREN CONSOLIDATED SCHOOLS

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### **Student Achievement**

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

### **High Expectations**

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

### **Strong Relationships**

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

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

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