

# Wisconsin Standards for English Language Arts

*From Model Academic Standards (1998) to Common Core State Standards*

1

## World Class Standards

Common Core State Standards demand more from students. With Wisconsin Model Academic Standards (1998), students were expected to simply “*respond*” while reading. Common Core State Standards expect students to “*analyze, delineate, integrate, and interpret*” while reading.

2

## Clearer Standards

Common Core State Standards are clearer than the Wisconsin Model Academic Standards (1998). Wisconsin Model Academic Standards (1998) had only *six* broad standards for what students needed to know and be able to do. This approach often led to confusion about what to teach and when. Common Core State Standards provide over *forty* standards that clearly state what it is students need to know and be able to do at each grade level.

3

## More Specific Standards

Common Core State Standards are more specific than the Wisconsin Model Academic Standards (1998). Old Wisconsin Standards had identical standards for fourth graders, eighth graders, and twelfth graders while the Common Core State Standards provide *grade-level standards* that define the exact skills and understandings that students must demonstrate at each grade level.



**Reading Content Standard**  
(same standard K-12th grade)  
Read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others

One (of 26 total) READING standards from <b>Common Core State Standards</b> for ELA Reading Foundational Skills: Focus on Phonics and Word Recognition (RF 3)	
Grade	*Notice how phonics skills build on one another from kindergarten through 5 <sup>th</sup> grade.
<b>K</b>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>• Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>• Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
<b>1</b>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• Know the spelling-sound correspondences for common consonant digraphs.</li> <li>• Decode regularly spelled one-syllable words.</li> <li>• Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>• Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>• Read words with inflectional endings.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
<b>2</b>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Know spelling-sound correspondences for additional common vowel teams.</li> <li>• Decode regularly spelled two-syllable words with long vowels.</li> <li>• Decode words with common prefixes and suffixes.</li> <li>• Identify words with inconsistent but common spelling-sound correspondences.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
<b>3</b>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• Decode words with common Latin suffixes.</li> <li>• Decode multi-syllable words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>
<b>4</b>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>
<b>5</b>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</li> </ul>