

Transition

to the



KnoxEducation
knoxeducation.com

Transition to the Common Core Standards in 2013-14

Here is a plan we will be implementing in several districts as a means of becoming familiar with the English Language Arts and Literacy standards for the Common Core in this coming school year. This plan should work well for teachers who will be using existing texts to teach the CCSS.

Each grade level team at each site will design and teach an integrated reading/writing unit incorporating content with language arts each trimester. The content of these units will be selected based on the science and social studies content standards for each grade integrated where possible with the best of the language arts adopted text anthology literature. Each unit will also feature one of the writing types so that each text type will be explored before the end of the year as follows:

- Trimester 1: Informative/Explanatory
- Trimester 2: Opinion/Argument
- Trimester 3: Narrative

Each team will create a performance task project to go with the unit that incorporates grade level writing standards and ideally the use of technology as possible. Charlotte will create, with your input, a two-day on-demand writing prompt for each of the above text types to be given at the end of each trimester.

Focus on a few best practices aligned with the Common Core for the 2013-14 school year:

- Close Reading
- Text Dependent Questioning
- Opinion/Argument Writing

Preparing for the CST during the transition year:

Here is our suggestion:

1. Follow your regular blueprint standards pacing as taught in 2012-13.
2. Use formative assessment to monitor progress with current standards so that you'll know that you and the students are on track for the CST.
3. Continue to check off standards weekly on the blueprint.
4. Take time to do test prep with the released test questions well. Pace those weekly lessons as possible with the standards you are teaching so that it makes sense to the students.
5. Use mini lessons or Standards Plus to teach standards not directly covered in your CCSS units to teach those skills efficiently.
6. You may be surprised at how well the students begin to comprehend as they are reading when they are doing real research and informative writing about content!

Charlotte Knox

Knox Education

www.knoxeducation.com



Knox Education is here to help you *Transition* to the new California Common Core Standards

Literacy and the Common Core Standards



Knox Education has over 20 years experience in helping students, teachers, and administrators improve achievement and literacy in English Language Arts using the standards. Now we are transitioning to using the new California Common Core Standards and we want to help all of you do the same.

The Common Core Standards in ELA have been uploaded to our website using the original documents from the California Department of Education but we have made them a little friendlier for use in the classroom and in planning. We have added intuitive icons to help you understand how the new standards are

organized and how best to find what you want.

We have the new Common Core Standards in several easy-to-use formats for English Language Arts, including:

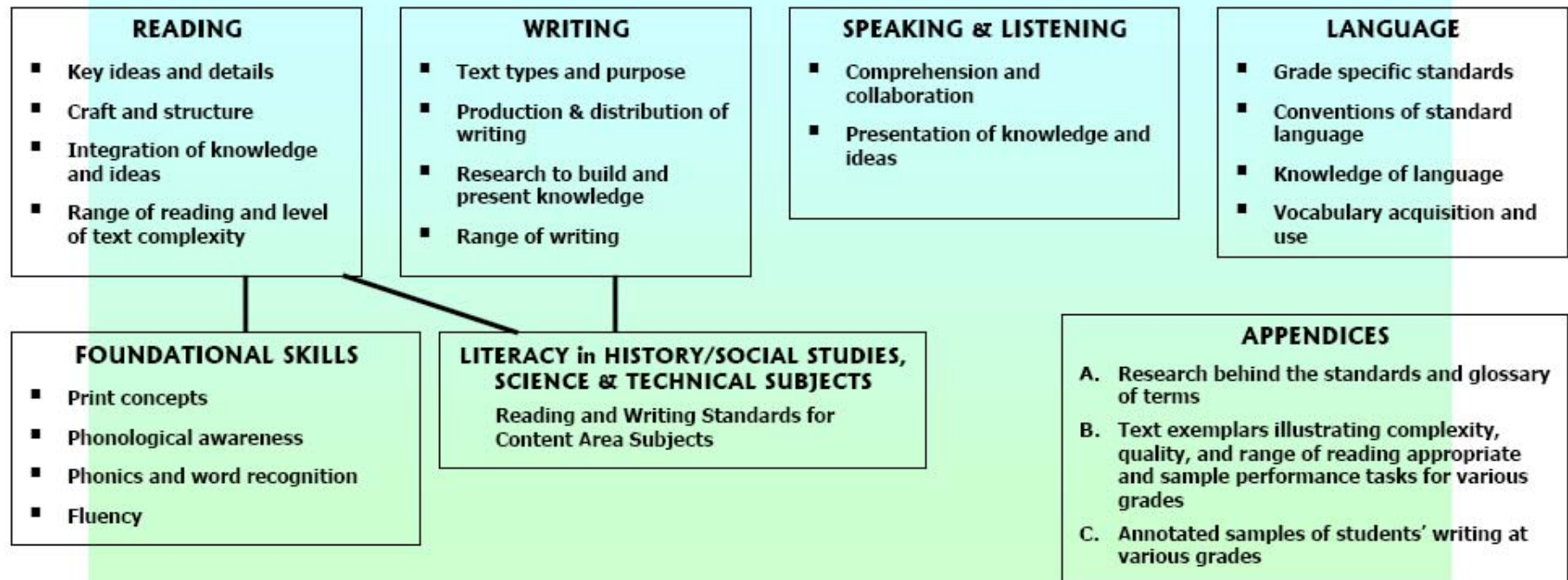
- Teacher Planning Documents** by grade level grade K-8 that reflect the standards and suggested prompts and academic vocabulary,
- Student Checklists Grades K-8** that are easy tools for students to learn the standards and grade level expectations and to keep track of their progress,
- Writing Rubrics for Grades K-8 in all three text types:** opinion/argument, informative explanatory, and narrative
- Overview of ELA Standards:** anchor standards with K-5 and 6-12 exemplars under each.

Some samples of each on the next pages...

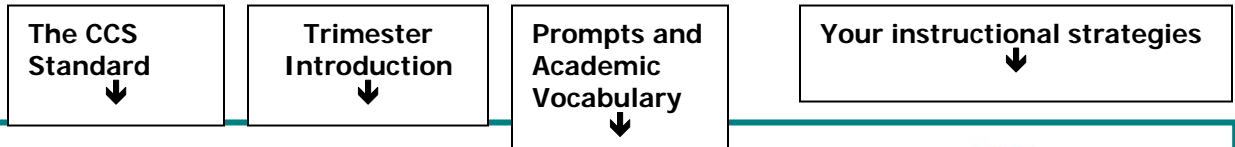
CCCS Standards

The New California Common Core Standards (CCCS)

College and Career Readiness Anchor Standards Strands Grade Specific K-12



Our Teacher Planning Tools...






GRADE 3 - English Language Arts - Teaching Plan for Common Core 2013-2014						
READING: Literature						
Number	Standard	T1	T2	T3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development
Key Ideas and Details						
3RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				Retell the story in sequential order. Who were the major/minor characters? What were the major/minor events? What in the text leads you to that answer? What details are the most important? Where can you find _____? Academic Vocabulary: question, demonstrate, understanding, text, answer, details, sequence	
3RL.2.	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.				What is the central message (lesson or moral) of the story? How do you know what the moral of the story is? How does the author convey the central message (lesson or moral)? In what order was the story written? How do you know this is a myth? A folktale? A fable? Explain how the author uses details to convey the message (lesson or moral) of the story. Academic Vocabulary: recount, fable, folktale, myth, diverse, culture, central message, lesson, moral, convey, key detail(s), text	
3RL.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.				Distinguish between major/minor characters in the story. Describe the major/minor characters. How do the character's traits contribute to the story? What were the characters' motivations in finding a resolution to the problem? How do the characters' actions help move the plot along? Academic Vocabulary: describe, interpretation of characters, character/character traits, motivation, emotion (feelings), contribute, sequence events, problem, resolution	
Craft and Structure						
3RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.)				Can you tell me what this word or phrase means? What do you think the author is trying to say when he/she uses that phrase? What phrases are literal, or non-literal, in meaning? Can you change this phrase from literal to non-literal, and non-literal (idiomatic expressions) to literal? What clues can you find in the sentence or paragraph that can help you figure out the meaning of that word or phrase? Academic Vocabulary: determine, phrases, non-literal, literal, context clues, distinguish	
3RL.5.	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.				Compare and contrast a story, poem, and a play. In a play, what is the importance of having scenes? In a book, what is the importance of having chapters? In a poem, what is the importance of having stanzas? The use of stage directions helps the reader _____. In the earlier chapter, we learned ... How does what the author said in an earlier paragraph help us understand what is happening now? Can you restate that using the word <i>chapter, stanza, or scene</i> ? Academic Vocabulary: refer, text, drama/play drama, stage directions, act/scene, cast, story, chapter, poem/poetry, verse, stanza	

Our Writing Rubrics...

NARRATIVE WRITING RUBRIC				
California Common Core Standards Based - THIRD GRADE				
Level	OPINION WRITING	ORGANIZATION and FOCUS	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations set forth in (3) <input type="checkbox"/> Provides reasons that are supported by facts and details <input type="checkbox"/> Uses vivid and descriptive language that supports the genre 	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations set forth in (3) <input type="checkbox"/> Paper is well-developed with smooth transitions and indentations 	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations set forth in (3) <input type="checkbox"/> Uses coordinating conjunctions (and, but, or, yet, nor, so) <input type="checkbox"/> Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate <input type="checkbox"/> Uses underlining, quotation marks or italics to identify titles of documents when appropriate <input type="checkbox"/> Capitalizes names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate <input type="checkbox"/> Consults reference materials, as needed to check and correct spelling (CCSS L.2) 	<p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
3 Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Begins with a clear and interesting topic sentence that states an opinion about a topic and/or text (CCSS W.1a) <input type="checkbox"/> Paper includes relevant and supporting sentences (CCSS W.1a) <input type="checkbox"/> Organizational structure lists reasons (CCSS W.1a) <input type="checkbox"/> Provides reasons that support the opinion (CCSS W.1b) <input type="checkbox"/> Use linking words and phrases such as <i>also, because, therefore, since, and, for example</i> to connect opinion and reasons (CCSS W.1c) <input type="checkbox"/> Uses sources such as, print and internet to gather information about the topic <input type="checkbox"/> Provides a concluding statement or section (CCSS W.1d) 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes well-developed supporting facts and details <input type="checkbox"/> Uses transition words to move the reader from one detail to the next <input type="checkbox"/> Clearly planned writing with graphic organizer such as elements and/or rough draft <input type="checkbox"/> Document is neat and legible 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variation of simple, compound, and complex sentences (CCSS L.1k) <input type="checkbox"/> Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly <input type="checkbox"/> Uses past, present, and future verb tenses correctly (CCSS L.1g) <input type="checkbox"/> Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (CCSS L.2 b/c) <input type="checkbox"/> Capitalizes geographical names, holidays, historical periods, and titles of stories (CCSS L.2a) correctly <input type="checkbox"/> Spells one-syllable words that have blends, contractions, compounds, orthographic patterns (doubling consonants, change y to ies), and common homophones correctly most of the time <input type="checkbox"/> Forms and uses possessives correctly, when applicable (CCSS L.2d) 	
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Lacks topic sentence <input type="checkbox"/> Opinion is not evident <input type="checkbox"/> Supporting sentences are weak and/or unclear 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes simple supporting details that follow a logical order <input type="checkbox"/> Rough draft or graphic organizer is incomplete 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes mostly simple sentences with correct punctuation <input type="checkbox"/> Some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles <input type="checkbox"/> Some correct use of past, present and future verb tenses <input type="checkbox"/> Some correct use of punctuation, commas and capitalization <input type="checkbox"/> Many spelling errors 	
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Limited information on topic <input type="checkbox"/> Does not state opinion <input type="checkbox"/> Includes little to no facts for focus 	<ul style="list-style-type: none"> <input type="checkbox"/> Disjointed ideas <input type="checkbox"/> No evidence of rough draft or graphic organizer 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes incomplete sentences <input type="checkbox"/> No subject/verb agreement or usage of pronouns, adjectives, compound words and articles <input type="checkbox"/> Incorrect use of past, present, and future verb tenses <input type="checkbox"/> Uses no punctuation, commas and capitalization <input type="checkbox"/> Poor spelling 	

Our Student Checklists ...

Literature		GRADE 3 STUDENT CHECKLIST		California Common Core Standards English Language Arts						
										
READING STANDARDS: LITERATURE										
<input type="checkbox"/>	Number	Standard								
Key Ideas and Details										
<input type="checkbox"/>	3RL 1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.								
<input type="checkbox"/>	3RL 2.	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.								
<input type="checkbox"/>	3RL 3.	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										
<input type="checkbox"/>	3RL 4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <i>See grade 3 Language Standards 4-6 for additional expectations.</i>								
<input type="checkbox"/>	3RL 5.	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.								
<input type="checkbox"/>	3RL 6.	Distinguish their own point of view from that of the narrator or those of the characters.								
Integration of Knowledge and Ideas										
<input type="checkbox"/>	3RL 7.	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).								
<input type="checkbox"/>	3RL 8.	(Not applicable to literature)								
<input type="checkbox"/>	3RL 9.	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).								
Range of Reading and Level of Text Complexity										
<input type="checkbox"/>	3RL 10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.								
Informational Text										
										
READING STANDARDS: INFORMATIONAL TEXT										
<input type="checkbox"/>	Number	Standard								
Key Ideas and Details										
<input type="checkbox"/>	3RI 1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.								
<input type="checkbox"/>	3RI 2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.								
<input type="checkbox"/>	3RI 3.	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										
<input type="checkbox"/>	3RI 4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area.</i> (See grade 3 Language standards 4-6 for additional expectations.)								

We've just completed a two year pilot for Common Core writing instruction and assessment in a large Southern California school district. Over the summer we will upload the final versions of our writing handbooks for each of the writing types, as well as photos showing the strategies in action in our schools.












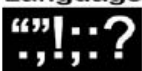
Please lean on us for support in your own transition to using these great new Common Core Standards to your best advantage and to the success of all your students.

Here is an overview of the new ELA Common Core Standards with the icons we use in all of our documents for students, teachers, and administrators for planning and learning with the new standards.

CCSS Chart of Standards Overview English/Language Arts



Standards Sequence

	Anchor Standards for all strands	1-10
Literature 	RL Reading Standards for LITERATURE	1-10
Informational Text 	RI Reading Standards for INFORMATIONAL TEXT	1-10
History/Social Studies 	RH Reading Standards for History and Social Science	1-10
Science & Technical 	RST Reading Standards for Science and Technical Subjects	1-10
Foundational Skills 	RF Foundational Skills (Grades K-5)	1-4
Opinion/Argument 	W Writing Standards for OPINION/ARGUMENT	1
Informative/Explanatory 	W Writing Standards for INFORMATIVE/EXPLANATORY	2
Narrative 	W Writing Standards for NARRATIVE	3
History/Social Studies Science & Technical 	WHST Writing Standards History/Social Studies, Science and Technical Subjects	1-10
Speaking & Listening 	SL Speaking and Listening	1-6
Language 	L Language	1-6