



Knox Education is here to help you get **GREAT** results with the **Common Core**.

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 a standards-based approach. We have fully adopted the Common Core and offer a variety of tools and resources to make it work with you to get better results with your students.

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 offer a variety of Common Core-based documents in several easy-to-use formats for English Language Arts, including:

- ☐ **Overview of ELA Standards:** anchor standards with K-5 and 6-12 exemplars under each.
- ☐ **Teacher Planning Documents** by grade level grade K-8 that reflect the standards and suggested prompts and academic vocabulary, plus **Planning Calendars** that can be developed for your school to help plan your year in ELA.
- ☐ **Student Standards 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 all three text types:** opinion/argument, informative/explanatory, and narrative
- ☐ **Student Tools and “How To Posters” Grades K-8** that are easy for students to use get to know the standards and better understand the grade level expectations for their writing and reading tasks.
- ☐ **Teacher Tools:** including handbooks, mini lessons, early literacy tools to work with younger students and lots more.
- ☐ **Sample Writing Performance Tasks for all three text types:** these have been written using common core language and protocol and they have

sample videos, articles, and pictures to help your students practice writing and get used to the expectations of the SBAC and CAASPP constructed response questions.













- ☐ **Test Prep:** Academic language, sample constructed response practice sheets and even word cards for the most common special terms in the CAASPP tests so students can get used to the language before they take the test.
- ☐ **Plus much more!**

Please lean on us for support in your own teaching of the Common Core to your best advantage and to the success of all your students.

Here are some samples of our standards documents for teachers and students. The first is a chart of Standards showing the icons we use on all our standards documents. Next is a page from a student checklist, and last is a sample from the standards teaching planner we offer.

Press the button on the HOME page for a FREE TRIAL of our website, or browse and see what you'd like to know more about.



| CCSS Chart of Standards Overview English/Language Arts | | Standards Sequence |
|---|--|--------------------|
|  | Anchor Standards for all strands | 1-10 |
|  | RL Reading Standards for LITERATURE | 1-10 |
|  | RI Reading Standards for INFORMATIONAL TEXT | 1-10 |
|  | RH Reading Standards for History and Social Science | 1-10 |
|  | RST Reading Standards for Science and Technical Subjects | 1-10 |
|  | RF Foundational Skills (Grades K-5) | 1-4 |
|  | W Writing Standards for OPINION/ARGUMENT | 1 |
|  | W Writing Standards for INFORMATIVE/EXPLANATORY | 2 |
|  | W Writing Standards for NARRATIVE | 3 |
|  | WHST Writing Standards History/Social Studies, Science and Technical Subjects | 4-10 |
|  | SL Speaking and Listening | 1-6 |
|  | L Language | 1-6 |

SAMPLE from the GRADE 4 STUDENT STANDARDS CHECKLIST

Literature



GRADE 4 STUDENT CHECKLIST California Common Core Standards English Language Arts



READING STANDARDS: LITERATURE

| <input type="checkbox"/> | Number | Standard | | | | | | | |
|--|---------|--|--|--|--|--|--|--|--|
| Key Ideas and Details | | | | | | | | | |
| <input type="checkbox"/> | 4RL 1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | | | | |
| <input type="checkbox"/> | 4RL 2. | Determine a theme of a story, drama, or poem from details in the text; summarize the text. | | | | | | | |
| <input type="checkbox"/> | 4RL 3. | 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 | | | | | | | | | |
| <input type="checkbox"/> | 4RL 4. | 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). (See grade 4 Language standards 4-6 for additional expectations.) | | | | | | | |
| <input type="checkbox"/> | 4RL 5. | Explain major differences between 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. | | | | | | | |
| <input type="checkbox"/> | 4RL 6. | 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 | | | | | | | | | |
| <input type="checkbox"/> | 4RL 7. | 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. | | | | | | | |
| <input type="checkbox"/> | 4RL 8. | (Not applicable to literature) | | | | | | | |
| <input type="checkbox"/> | 4RL 9. | 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. | | | | | | | |
| Range of Reading and Level of Text Complexity | | | | | | | | | |
| <input type="checkbox"/> | 4RL 10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | | | | | |

Informational Text



READING STANDARDS: INFORMATIONAL TEXT

| <input type="checkbox"/> | Number | Standard | | | | | | | |
|--|---------|--|--|--|--|--|--|--|--|
| Key Ideas and Details | | | | | | | | | |
| <input type="checkbox"/> | 4RI 1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | | | | | |
| <input type="checkbox"/> | 4RI 2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | | | | | | |
| <input type="checkbox"/> | 4RI 3. | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | | | | | | | |
| Craft and Structure | | | | | | | | | |
| <input type="checkbox"/> | 4RI 4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 for additional expectations.) | | | | | | | |
| <input type="checkbox"/> | 4RI 5. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | | | | | | | |
| <input type="checkbox"/> | 4RI 6. | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | | | | | | |
| Integration of Knowledge and Ideas | | | | | | | | | |
| <input type="checkbox"/> | 4RI 7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | | | | | | | |
| <input type="checkbox"/> | 4RI 8. | Explain how an author uses reasons and evidence to support particular points in a text. | | | | | | | |
| <input type="checkbox"/> | 4RI 9. | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | | | | | | |
| Range of Reading and Level of Text Complexity | | | | | | | | | |
| <input type="checkbox"/> | 4RI 10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | | | | | |

Samples of How To Posters from the Writing Section

Opinion Writing – Grade K

Opinion



- ☐ Draw or talk about a topic or book you like or don't like.



My Favorite Fruit!

- ☐ Write a name for your topic or the name of the book.



- ☐ Gather information about your topic.

I love apples!

- ☐ Write one or more sentences that tells what you like or don't like about a topic or book.

I love red juicy apples!

- ☐ Add details to your writing.

Informative/Explanatory



First Grade Writing

1. Learn about a topic.



2. Draw and plan your topic.



3. Name (write a title) for your topic.



4. Write about your topic.



Be sure to

- ☐ Use a **CAPITAL** at the beginning of your sentences.
- ☐ Use an **end point** at the end of your sentences.
- ☐ Make sure to leave spaces between your words.
- ☐ Check your spelling.
- ☐ Write complete sentences.

. ! ?



1. It's big.
2. It's blue.
3. It's cold.



Good job!



Writing an Argument

Argumentative



1. Research a topic.



2. State your claim: choose an argument that is well supported with evidence.



3. List evidence you will use. Focus on the most credible sources.



4. Choose your best evidence.



5. Write your introductory paragraph. Begin with a hook, then write a topic or thesis statement that states your claim.



6. Write paragraphs outlining your argument with evidence. Include facts and details.



7. Use linking words to connect your ideas.



8. Write a conclusion to remind the reader of your claim and/or call for action.



9. Reread and revise: Does it make sense? Sound convincing? Any missing information?



10. Reread and edit: Check

- capitals
- spelling
- punctuation
- cite or list resources

| | | | | |
|---|---|--|---|---|
| <p>☆ Punctuation</p> <ul style="list-style-type: none"> • commas • apostrophes • hyphens • dashes • colons • semicolons • ellipses • quotation marks • end of the line | <p>☆ Capitalize and lowercase letters</p> <ul style="list-style-type: none"> • proper nouns • first letter of the sentence • first letter of the name • first letter of the title | <p>☆ Spelling</p> <ul style="list-style-type: none"> • all words spelled correctly • no misspellings • no typos • no extra letters • no missing letters • no extra spaces • no missing spaces • no extra punctuation • no missing punctuation | <p>☆ Punctuation</p> <ul style="list-style-type: none"> • commas • apostrophes • hyphens • dashes • colons • semicolons • ellipses • quotation marks • end of the line | <p>☆ Capitalize and lowercase letters</p> <ul style="list-style-type: none"> • proper nouns • first letter of the sentence • first letter of the name • first letter of the title |
|---|---|--|---|---|



11. Type or write a final draft!




12. Celebrate your hard work!

Samples of Bookmark and Poster from the Test Prep Section

How to **A.C.E.** a Written Response Question

Read



- Read the question slowly/carefully.
- Figure out what the question is asking you to do.
- Highlight or note the evidence you want to use in your answer.

Write





Answer

the question being asked.

Reread and restate the question, using your answer to write your topic sentence.



Cite

evidence from the text to support your answer.

Include details from the text in your answer.
DO NOT COPY TEXT word-for-word unless it is a **QUOTE**.



Extend


your answer.

Explain your answer using your own prior knowledge and your personal experience.

Group your ideas together.
Use *transition words* to link your ideas.
Close your answer at the end.
Reread your answer and ask yourself,
"Does it answer the question? Does it make sense?"

Adapted from information in Interactive Writing Notebook of relevant.com
Available on our website at http://www.brownleaves.com/teachers/thisfile/attachments/ace_answer_cite_extend_card.pdf


Answer the question being asked.



Example Question:
What can you infer about Goldilocks' personality from the Goldilocks and the Three Bears story?

Example Answer:
You can infer from the Three Bears story that Goldilocks' personality is naughty.

Cite evidence from the text to support your answer.




Example Sentence:
An example from the story is when Goldilocks enters the house of the three bears without permission.

Sample Citing Words:

On page 12, the author explains...
In paragraph 4, the evidence shows that...
The illustration on page 3 shows...
The author states, "..."
According to the article, ...
An example in the story is...

Extend your answer.



Use *transition words* to link your ideas.

Example Sentence:
Goldilocks was naughty to all the bears. For example, she tasted the cereal from all three bowls so they were all ruined.

Sample Transition Words

| | |
|----------------|--------|
| Another | First |
| For example | Next |
| Also | Then |
| In addition to | Lastly |
| Because | So |
| Therefore | Since |


Close your answer at the end.
I think she was naughty because, in my experience, people who are naughty do not wait for permission before doing what they want to do, just like Goldilocks.

Sample Closing Words:

This proves...because...
This shows...because...
I can infer from...
I can prove it by...
I know this because...
I believe that...because
In conclusion...


Make Great Answers

Great Answer!




- ☐ Has key words from the text in the first sentence.
- ☐ Includes details and evidence from the text.
- ☐ Answers the question well.
- ☐ Makes sense.

Good Answer!



- ☐ Has key words from the text in the first sentence.
- ☐ Answers the question.

Answer...



- ☐ Provides an answer.

Samples of How To Posters from the Writing Section

Opinion Writing – Grade K

Opinion



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My Favorite Fruit!

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- ☐ Gather information about your topic.



I love apples!

- ☐ Write one or more sentences that tells what you like or don't like about a topic or book.

I love red juicy apples!

- ☐ Add details to your writing.

Informative/Explanatory



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1. Learn about a topic.



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3. Name (write a title) for your topic.



4. Write about your topic.



Be sure to

- ☐ Use a **CAPITAL** at the beginning of your sentences.
- ☐ Use an **end point** at the end of your sentences.
- ☐ Make sure to leave spaces between your words.
- ☐ Check your spelling.
- ☐ Write complete sentences.



1. It's big.
2. It's blue.
3. It's cold.

6. Close your topic.



Good job!

Writing an Argument

Argumentative



1. Research a topic.



2. State your claim: choose an argument that is well supported with evidence.



3. List evidence you will use. Focus on the most credible sources.



4. Choose your best evidence.



5. Write your introductory paragraph. Begin with a hook, then write a topic or thesis statement that states your claim.



6. Write paragraphs outlining your argument with evidence. Include facts and details.



7. Use linking words to connect your ideas.



8. Write a conclusion to remind the reader of your claim and/or call for action.



9. Reread and revise: Does it make sense? Sound convincing? Any missing information?



10. Reread and edit: Check

- capitals
- spelling
- punctuation
- cite or list resources

| ☆ Presentation | ☆ Capitalization | ☆ Spelling | ☆ Punctuation | ☆ Page & Word |
|--------------------|---|-----------------------------|--|---------------------------------|
| • Neat handwriting | • Capital letters at the beginning of sentences | • Correct spelling of words | • Correct use of commas, periods, and exclamation points | • Correct page and word numbers |



11. Type or write a final draft!



12. Celebrate your hard work!


Opinion



OPINION WRITING RUBRIC

California Common Core Standards Based – **GRADE 4**



| Level | OPINION WRITING/PROCESS | 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"/> Document is well organized and connected <input type="checkbox"/> Both opinion and conclusion are clear and well stated <input type="checkbox"/> Reasons are well organized with appropriate details | <p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations set forth in 3 <input type="checkbox"/> Uses underlining, quotation marks, or italics to indicate titles of works <input type="checkbox"/> Recognizes and corrects inappropriate shifts in verb tense. | <p>Guidance & Support:</p>  <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 | <p>OPINION WRITING (W1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces topic clearly and states an opinion <input type="checkbox"/> Creates organizational structure that groups related ideas to support writer's purpose (W1a) <input type="checkbox"/> Supplies reasons that support opinion with facts and details (W1b) <input type="checkbox"/> Links opinion and reasons with words/phrases such as <i>for instance, in order to, in addition</i> (W1c) <input type="checkbox"/> Provides a concluding statement or section related to the opinion (W1d) <p>WRITING PROCESS (W4-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing by planning, revising, and editing (W5) <input type="checkbox"/> WGASFA* Uses a variety of digital tools to write and publish writing (W6) <input type="checkbox"/> WGASFA* Can keyboard/ type a minimum of one page in a single sitting (W6) <input type="checkbox"/> Takes notes, paraphrases, and categorizes information, and provides a list of sources (W8) <input type="checkbox"/> Draws evidence from text (W9) | <p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons (L1f) <input type="checkbox"/> Correctly uses frequently confused words (e.g., <i>to, too, two; there, their</i>) (L1g) <input type="checkbox"/> Writes fluidly and legibly in cursive or joined italics. (L1h) <input type="checkbox"/> Uses correct capitalization (L2a) <input type="checkbox"/> Uses commas and quotation marks to mark direct speech and quotations from a text (L2b) <input type="checkbox"/> Uses a comma before a coordinating conjunction in a compound sentence. (L2c) <input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed. (L2d) <input type="checkbox"/> Chooses words and phrases to convey ideas precisely (L3) <input type="checkbox"/> Chooses punctuation for effect (L3) | |
| 2 Almost Meets | <ul style="list-style-type: none"> <input type="checkbox"/> Opinion is clear but some reasons are unrelated <input type="checkbox"/> May not write multi-paragraphs <input type="checkbox"/> Planning for writing is limited <input type="checkbox"/> Provides few facts and details <input type="checkbox"/> Draws little evidence from text <input type="checkbox"/> Uses some linking words/phrases but ideas are scattered | <p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses some punctuation correctly <input type="checkbox"/> Uses some sentence variety correctly <input type="checkbox"/> Spells most words correctly | |
| 1 Does Not Meet | <ul style="list-style-type: none"> <input type="checkbox"/> Provides few or no details or facts <input type="checkbox"/> Provides no concluding statement or is unrelated to opinion <input type="checkbox"/> Document is disorganized or incomplete | <p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Many words spelled incorrectly <input type="checkbox"/> Has many errors in capitalization <input type="checkbox"/> Writes few complete sentences or only simple sentences <input type="checkbox"/> Punctuation includes many errors or is missing | |

• **WGASFA:** "with guidance and support from adults"

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.

Sample from the Grade 3 Teaching Plan



GRADE 3 - English Language Arts - Teaching Plan for Common Core



READING: Literature

| <input type="checkbox"/> | 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 | | | | | | | |
| <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. | | | | 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 | |
| <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. | | | | 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 | |
| <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. | | | | 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 | | | | | | | |
| <input type="checkbox"/> | 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 | |
| <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. | | | | 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 | |
| <input type="checkbox"/> | 3RL 6 | Distinguish their own point of view from that of the narrator or those of the characters. | | | | Who is telling the story in this selection? Who is the narrator? Is this selection written in first person? How do you know? What words give clues? Is this selection written in third person? How do you know? What words give you clues? What do you think about what has happened so far? Do you agree with the author's message so far? Can you put yourself in the character's place? How would you feel if this were you? Would you feel the same or differently? Academic Vocabulary: distinguish, point of view, first person, third person, narrator | |