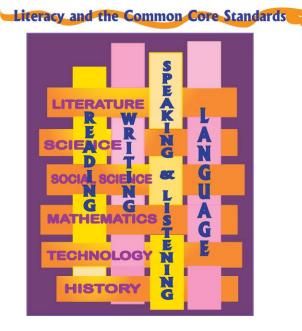


Knox Education is here to help you get GREAT results with the Common Core.



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.

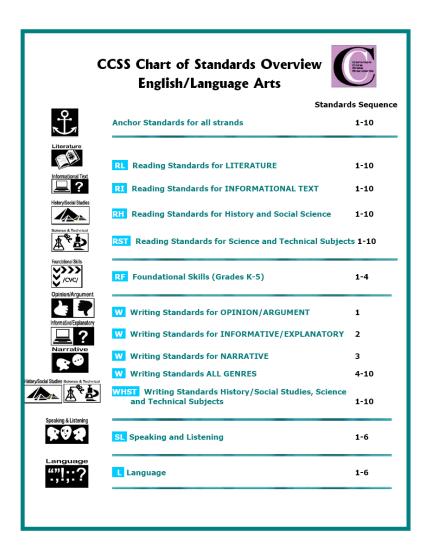
☐ Plus much more!

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.





GRADE 4 STUDENT CHECKLIST



California Common Core Standards English Language Arts



READING STANDARDS: LITERATURE

THE PERIOD OF THE PROPERTY OF THE PERIOD OF		The second secon					
0	Number	Standard					
Key	Ideas and D	etails					
	4RL 1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.					
	4RL 2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.					
	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).					
Cra	ft and Struct	ure					
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.)							
	4RL 5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of 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.					
	4RL 6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.					
Inte	egration of K	nowledge and Ideas					
	4RL 7.						
	4RL 8.	4RL 8. (Not applicable to literature)					
	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.						
Ran	nge of Readin	g and Level of Text Complexity					
	4RL 10.						

Informational Text



READING STANDARDS: INFORMATIONAL TEXT

Number Standard		READING STANDARDS: THE ORE LEXT								
4RI 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4RI 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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 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.) Pescribe 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. Pescribe the differences in focus and the information provided. Integration of Knowledge and Ideas Integration of Knowledge and Ideas Integration of Knowledge and Ideas Integration or 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. Pescription of Knowledge and Ideas Pescriptio		Number	Standard							
#RI 1. when drawing inferences from the text. #RI 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. #RI 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. #RI 3. 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.) #RI 4. 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. #RI 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. #RI 7. Integration of Knowledge and Ideas #RI 8. Explain how an author uses reasons and evidence to support particular points in a text. #RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. #RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. #RI 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,	Key	Key Ideas and Details								
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Samples of How To Posters from the Writing Section

Opinion Writing - Grade K







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



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





Gather information about your topic.

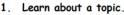


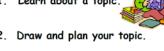
Write one or more sentences that tells what you like or don't like about a topic or book.

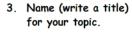
I love red juicy apples!

Add details to your writing.

First Grade Writing





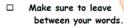




Be sure to



Use an end point at the end of your sentences.







- Check your spelling.
- Write complete sentences.
- 5. Give some facts.
- 1. It's big. It's blue. 3. It's cold.





Writing an Argument





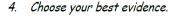
Research a topic.



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



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





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



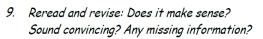
Write paragraphs outlining your argument with evidence. Include facts and details.



Use linking words to connect your ideas.



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





- 10. Reread and edit: Check
 - capitals
 - spelling
 - punctuation
 - cite or list resources



- 11. Type or write a final draft!
- 12. Celebrate your hard work!

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.

White





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?"

Adopted from information in Interactive Writing Notebooks at infovinit.com
Available on our publishes have Hussell because stone combine from the Management has a newer-the artend our such



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 paragrah 4, the evidence shows that...
The illustration on page 3 shows...
The author states, "..."
According to the article, ...
An example in the story is...



Extendyour 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.

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 Transition Words

Another First
For example Also Then
In addition to Because So
Therefore Since

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



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



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



☐ Provides an answer.

Samples of How To Posters from the Writing Section

Opinion Writing - Grade K





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



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

My Favorite Fruit!



Gather information about your topic.



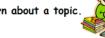
Write one or more sentences that tells what you like or don't like about a topic or book.

I love red juicy apples!

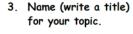
Add details to your writing.

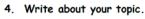
First Grade Writing





2. Draw and plan your topic.





Be sure to



Use an end point at the end of your sentences.

Make sure to leave between your words.



- Check your spelling.
- Write complete sentences
- 5. Give some facts.



- 1. It's big. 2. It's blue.
- 3. It's cold.
- Close your topic.





Writing an Argument





- 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.
- Choose your best evidence.



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



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



Use linking words to connect your ideas.



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



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



10. Reread and edit: Check



- capitals spelling
- punctuation
- cite or list resources



- 11. Type or write a final draft!
- 12. Celebrate your hard work!



OPINION WRITING RUBRIC





Level	OPINION WRITING/PROCESS	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	□ Meets all expectations set forth in 3 □ Document is well organized and connected □ Both opinion and conclusion are clear and well stated □ Reasons are well organized with appropriate details OPINION WRITING (W1)	Mostly correct use of language conventions, and some above grade level skills used, for example: Meets all expectations set forth in 3 Uses underlining, quotation marks, or italics to indicate titles of works Recognizes and corrects inappropriate shifts in verb tense. Adequate use of correct sentence formation, punctuation, capitalization,	Guidance & Support Level of guidance and support from adults before writing:
3 Meets	□ Introduces topic clearly and states an opinion □ Creates organizational structure that groups related ideas to support writer's purpose (W1a) □ Supplies reasons that support opinion with facts and details (W1b) □ Links opinion and reasons with words/phrases such as for instance, in order to, in addition (W1c) □ Provides a concluding statement or section related to the opinion (W1d) WRITING PROCESS (W4-W8) □ Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4) □ WGASFA* Develops and strengthens writing by planning, revising, and editing (W5) □ WGASFA* Uses a variety of digital tools to write and publish writing (W6) □ WGASFA* Can keyboard/ type a minimum of one page in a single sitting (W6) □ Takes notes, paraphrases, and categorizes information, and provides a list of sources (W8) □ Draws evidence from text (W9)	grammar usage and spelling for grade level, for example: Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons (L1f) Correctly uses frequently confused words (e.g., to, too, two; there, their) (L1g) Writes fluidly and legibly in cursive or joined italics. (L1h) Uses correct capitalization (L2a) Uses commas and quotation marks to mark direct speech and quotations from a text (L2b) Uses a comma before a coordinating conjunction in a compound sentence. (L2c) Spells grade-appropriate words correctly, consulting references as needed. (L2d) Chooses words and phrases to convey ideas precisely (L3) Chooses punctuation for effect (L3)	Check off what was done before the student wrote the piece being scored. Discussion Read aloud or shared reading Drawing Vocabulary word bank Shared or interactive writing Graphic organizer Language
1 2 Does Not Almost Meets Meet	Opinion is clear but some reasons are unrelated May not write multi-paragraphs Planning for writing is limited Provides few facts and details Draws little evidence from text Uses some linking words/phrases but ideas are scattered Provides few or no details or facts Provides no concluding statement or is unrelated to opinion Document is disorganized or incomplete	Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: Uses some punctuation correctly Uses some sentence variety correctly Spells most words correctly Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: Many words spelled incorrectly Has many errors in capitalization Writes few complete sentences or only simple sentences Punctuation includes many errors or is missing	frames

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

	Number	Standard	T1	T2	Т3	Academic Language Words and Phrases/Prompts	Recommended materials from CORE and Instructional Strategies from Professional Development	
Ke	Key Ideas and Details							
0	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		
0	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		
0	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		
Cra	ft and Stru	cture						
0	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		
0	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</i> , <i>stanza</i> , or <i>scene?</i> Academic Vocabulary: refer, text, drama/play drama, stage directions, act/scene, cast, story, chapter, poem/poetry, verse, stanza		
0	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		

Underlined text is specific to California Common Core Standards. Original Source: California Department of Education 2011 and Standards Bookmarks modified from materials developed by Tulare County Office of Education, Jim Vidak, County Superintendent of Schools. ©2013 Charlotte Knox, knoxeducation.com for format and additions.