## **English Language Arts Curriculum Framework: Fifth Grade**

## **Long Term Transfer Goals**

Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.

Students will be able to independently use their learning to:

- 1. Comprehend and evaluate complex texts across a range of types and disciplines.
- 2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
- 3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message
- 4. Communicate effectively for varied purposes and audiences.
- 5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Big Ideas	Essential Questions
Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read?
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view?  How does interaction with text provoke thinking and response?
Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	What do good listeners do?  How do active listeners make meaning?  How do active listeners know what to believe in what they hear?
Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message?  How do speakers employ language and utilize resources to effectively communicate a message?
Effective research requires the use of varied resources to gain or expand knowledge.	What does a reader look for and how can s/he find it?  How does a reader know a source can be trusted?  How does one organize and synthesize information from various sources?  How does one best present findings?
Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience?
Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.	How do learners make decisions concerning formal and informal language in social and academic settings?  How do grammar and the conventions of language influence spoken and written communication?
An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?

			Foundati	onal Skills			
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
CC1.1.5.D	Phonics and Word Recognition	Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words	Open Court Lesson and Unit Assessments; Dictation; Acadience Reading (ORF); Diagnostic Measures (OCR, PSI, etc.)		Not applicable.	Not applicable.	TIER 1: Open Court Getting Started, Units 1-6 **(ELD) Open Court English Language Development Kit TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.); 95% Group Materials (Phonics Chip Kit, Phonics Lesson Library) TIER 3: 95% Group Materials (Phonics Chip Kit + Phonics Lesson Library); Sounds Sensible; SPIRE, RAVE-O (in conjunction with one of the programs listed above)
CC1.1.5.E	Fluency	1. Read on level text with purpose and understanding with accuracy and fluency 2. Read on level text orally with accuracy, appropriate rate, and expression on successive readings 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Open Court Lesson and Unit Assessments; Fluency Assessments; Teacher Observation/ Record; Acadience Reading (ORF)		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.); 95% Group Materials (Phonics Chip Kit, Phonics Lesson Library); The Six- Minute Solution TIER 3: 95% Group Materials (Phonics Chip Kit + Phonics Lesson Library); Sounds Sensible; SPIRE, RAVE-O (in conjunction with one of the programs listed above)

			Reading Info	mational Text			
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
			Craft and	d Structure			
CC.1.2.5.D	Point of View	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		E05.B-C.2.1.1	Not applicable.	TIER 1: Open Court Units 2-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.5.E	Text Structure	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	ORWA	E05.B-C.2.1.2	Not applicable.	TIER 1: Open Court Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.5.F	Vocabulary	Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	77	E05.A-V.4.1.1 E05.A-V.4.1.2	Not applicable.	TIER 1: Open Court Units 1-6  **(ELD) Open Court English Language Development Kit TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)

			EA	SC			TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
				owledge and Ideas			
CC.1.2.5.G	Diverse Media	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc. TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.5.H	Evaluating Arguments	Determine how an author supports particular points in a text through reasons and evidence.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	ORWA	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.5.I	Analysis Across Texts	Integrate information from several texts on the same topic to demonstrate understanding of that topic.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	77:	E05.B-C.3.1.2 E05.B-C.3.1.3	Not applicable.	TIER 1: Open Court Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)

			EA	SC	Y I		TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
			Key Ideas	and Details			
CC.1.2.5.A	Main Idea	Determine two or more main ideas in a text and explain how they are supported by key details; summarizing the text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Recount	E05.B-K.1,1.2	Not applicable.	TIER 1: Open Court Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.5.B	Text Analysis	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Quote	E05.B-K.1.1.1	Not applicable.	TIER 1: Open Court Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.5.C	Text Analysis	Explain the relationship or interaction between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	77:	E05.B-K.1.1.3	Not applicable.	TIER 1: Open Court Getting Started, Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)

							TIER 3: Open Court Intervention Guide; Open
							Court ESL Guide;
			D H F		1.		Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
			Panao	f Reading			instruction, PDESAS, etc.)
CC.1.2.5.L	Range of Reading	Read and comprehend literary	Open Court	, Reduilig	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
CC.1.2.5.L	Range of Reading	non-fiction and informational	Lesson and Unit		Not applicable.	Not applicable.	TIER 1: Open Court Onits 1-6
			Assessments;	4			Intervention Guide; Open
		text on grade level, reading		Lane.			
		independently and	Teacher				Court ESL Guide;
		proficiently.	Observation/				Supplemental Resources
		7 / 53 16	Record				(Lexia Support for
			AND DESCRIPTION OF	3			Instruction, PDESAS, etc.)
		2	A STA	97	A		TIER 3: Open Court
				7 1			Intervention Guide; Open
			4.10				Court ESL Guide;
					(1)		Supplemental Resources
			LL MA				(L <mark>e</mark> xia Support for
			6 6 23				In <mark>st</mark> ruction, PDESAS, etc.)
				uisition and Use			
CC.1.2.5.J	Vocabulary	Acquire and use accurately	Open Court	AN'	E05.B-V.4.1.1	Not applicable.	TIER 1: Open Court Units 1-6
	Acquisition and Use	grade appropriate	Lesson and Unit		E05.B-V.4.1.2		**(ELD) Open Court English
		conversational, general	Assessments;	05/			L <mark>an</mark> guage Development Kit
		academic, and domain-specific	Teacher				TIER 2: Open Court
		words and phrases, including	Observation/	The same of the sa			Intervention Guide; Open
		those that signal contrast,	Record				Court ESL Guide;
		addition, and other logical					Supplemental Resources
		relationships.					(Lexia Support for
							Instruction, PDESAS, etc.)
			5				TIER 3: Open Court
			700				Intervention Guide; Open
							Court ESL Guide;
	,						Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.2.5.K	Vocabulary	Determine or clarify the	Open Court		E05.B-V.4.1.1	Not applicable.	TIER 1: Open Court Units 1-6
	Acquisition and Use	meaning of unknown and	Lesson and Unit			573 Tar	**(ELD) Open Court English
		multiple-meaning words and	Assessments;	' / / '	100000		Language Development Kit
		phrases based on grade level	Teacher		and the same of th		TIER 2: Open Court
		reading and content, choosing					Intervention Guide; Open
	<u> </u>	. caa and content, choosing					

		flexibly from a range of	Observation/				Court ESL Guide;
		strategies and tools.	Record				Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
					1		TIER 3: Open Court
							Intervention Guide; Open
					4 Y _		Court ESL Guide;
				3			Supplemental Resources
					,		(Lexia Support for
				9			Instruction, PDESAS, etc.)
			Reading	Literature			, , ,
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible	Alternate	Resources
				,	Content	Eligible	
					Content	_	
						Content	
				Structure	T		
CC.1.3.5.D	Point of View	Analyze multiple accounts of	Open Court	Accounts	E05.A-C.2.1.1	Not applicable.	TIER 1: Open Court Getting
		the same event or topic,	Lesson and Unit	Similarities	(1)		Started, Units 1-6
		noting important similarities	Assessments;	Differences			TIER 2: Open Court
		and differences in the point of	Teacher				In <mark>te</mark> rvention Guide; Open
		view they represent.	Observation/	41 17			Court ESL Guide;
			Record	AN'			Supplemental Resources
				0			(L <mark>e</mark> xia Support for
		3		05/			Instruction, PDESAS, etc.)
		- LACOTTO	6 -4			1 , - 3	TIER 3: Open Court
				X			Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.3.5.E	Text Structure	Explain how a series of	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
		chapters, scenes, or stanzas	Lesson and Unit				TIER 2: Open Court
		fits together to provide the	Assessments;			7 //	Intervention Guide; Open
		overall structure of a	Teacher				Court ESL Guide;
		pa <mark>rtic</mark> ular story, drama, or	Observation/				Supplemental Resources
		poem.	Record				(Lexia Support for
							Instruction, PDESAS, etc.)
			10			137	TIER 3: Open Court
					1000		Intervention Guide; Open
					and the same of th		Court ESL Guide;
							Supplemental Resources

							(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.3.5.F	Vocabulary	Determine the meaning of	Open Court	Interpret	E05.A-V.4.1.1	Not applicable.	TIER 1: Open Court Units 1-6
		words and phrases as they are	Lesson and Unit		E05.A-V.4.1.2		**(ELD) Open Court English
		used in grade level text,	Assessments;				Language Development Kit
		including interpretation of	Teacher				TIER 2: Open Court
		figu <mark>rati</mark> ve language.	Observation/	4			Intervention Guide; Open
			Record				Court ESL Guide;
				7			Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
							TIER 3: Open Court
		23.44					Intervention Guide; Open
				2			Court ESL Guide;
				-			Supplemental Resources
		7 5		y 1			(Lexia Support for
						4	Instruction, PDESAS, etc.)
				of Knowledge			
CC.1.3.5.G	Sources of	Analyze how visual and	Open Court	Analyze	Not applicable.	Not applicable.	TIER 1: Open Court Getting
	Information	multimedia elements	Lesson and Unit	Multimedia			St <mark>a</mark> rted, Units 1-2, 4-6
		contribute to the meaning,	Assessments;	Tone			TIER 2: Open Court
		tone, or beauty of a text (e.g.,	Teacher				In <mark>te</mark> rvention Guide; Open
		graphic novel, multimedia	Observation/	O.A.		100	C <mark>ou</mark> rt ESL Guide;
		presentation of fiction,	Record	05//			Supplemental Resources
		folktale, myth, poem).	Samuel All				(Lexia Support for
				X			Instruction, PDESAS, etc.)
		, 25					TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
			111				Instruction, PDESAS, etc.)
CC.1.3.5.H	Text Analysis	Compare and contrast texts in	Open Court	Genre	EO5.A-C.3.1.1	Not applicable.	TIER 1: Open Court Units 1-3,
		the same genre on their	Lesson and Unit		, (		5-6
		approaches to similar themes	Assessments;				TIER 2: Open Court
		and topics as well as	Teacher	No. of Contract of			Intervention Guide; Open
		additional literary elements.	Observation/				Court ESL Guide;
			Record			37	Supplemental Resources
					100		(Lexia Support for
					350		Instruction, PDESAS, etc.)

							TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
					1		Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
			Key Ideas	and Details			
CC.1.3.5.A	Theme	Determine a theme of a text	Open Court		E05.A-K.1.1.2	Not applicable.	TIER 1: Open Court Getting
		from details in the text,	Lesson and Unit				Started, Units 1-6
		including how characters in a	Assessments;				TIER 2: Open Court
		story or drama respond to	Teacher	Contract of the Contract of th			Intervention Guide; Open
		challenges or how the speaker	Observation/				Court ESL Guide;
		in a poem reflects upon a	Record				Supplemental Resources
		topic; summarize the text.		3-1			(Lexia Support for
				, <del>, , , , , , , , , , , , , , , , , , </del>			Instruction, PDESAS, etc.)
		V A					TIER 3: Open Court
		- The same					Intervention Guide; Open
							Court ESL Guide;
		,	TI K				Supplemental Resources
							(L <mark>e</mark> xia Support for
				1 3	00		Instruction, PDESAS, etc.)
CC.1.3.5.B	Text Analysis	Cite textual evidence by	Open Court	Evidence	E05.A-K.1.1.1	Not applicable.	TIER 1: Open Court Getting
		quoting accurately from the	Lesson and Unit	Quoting	/////		Started, Units 1-6
		text to explain what the text	Assessments;	06			TIER 2: Open Court
		says explicitly and make	Teacher				Intervention Guide; Open
		inferences.	Observation/				Court ESL Guide;
			Record				Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
							TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
	· ·						(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.3.5.C	Literary Elements	Compare and contrast two or	Open Court		E05.A-K.1.1.3	Not applicable.	TIER 1: Open Court Getting
		more characters, settings, or	Lesson and Unit				Started, Units 1-6
		events in a story or drama,	Assessments;			Contract of the Contract of th	TIER 2: Open Court
		drawing on specific details in	Teacher		and the state of t		Intervention Guide; Open
		the text.	Observation/				Court ESL Guide;
			Record				Supplemental Resources

			EA	SC			(Lexia Support for Instruction, PDESAS, etc.)  TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
				<sup>f</sup> Reading			
CC.1.3.5.K	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	A A A A A A A A A A A A A A A A A A A	Not applicable.	Not applicable.	TIER 1: Open Court Getting Started, Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
			Vocabulary Acq	uisition and Use			
CC.1.3.5.I	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing flexibly from a range of strategies and tools.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	aisition and ose	E05.A-V.4.1.1	Not applicable.	TIER 1: Open Court Getting Started, Units 1-6 **(ELD) Open Court English Language Development Kit TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)

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CC.1.3.5.J	Vocabulary	Acquire and use accurately	Open Court		E05.A-V.4.1.1	Not applicable.	TIER 1: Open Court Units 1-6
	Acquisition and Use	grade-appropriate	Lesson and Unit		E05.A-V.4.1.2		**(ELD) Open Court English
		conversational, general	Assessments;				Language Development Kit
		academic, and domain-specific	Teacher		1		TIER 2: Open Court
		words and phrases, including	Observation/				Intervention Guide; Open
		those that signal contrast,	Record				Court ESL Guide;
		addition, and other logical		4			Supplemental Resources
		relationships.					(Lexia Support for
							Instruction, PDESAS, etc.)
		1-11		in a			TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
		SAM		3			Supplemental Resources
			and the second	2			(Lexia Support for
							Instruction, PDESAS, etc.)
				ting			
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible	Alternate	Resources
					Content	Eligible	
						Content	
CC.1.4.5.B	Focus for Writing	Informational: Identify and	Open Court	1 1	E05.C.1.2.1	Not applicable.	TIER 1: Open Court Units 1-6
CC.1.4.5.H		introduce the topic clearly.	Lesson and Unit	AN P	E05.E.1.1.1		TIER 2: Open Court
CC.1.4.5.N		Opinion: Introduce the topic	Assessments; OCR	OV	E05.C.1.1.1	100	In <mark>te</mark> rvention Guide; Open
		and state an opinion on the	Rubrics; Student	05//	E05.C.1.3.1		Court ESL Guide;
		topic.	Portfolio			1	Supplemental Resources
		Narrative: Orient the reader					(Lexia Support for
		by establishing a situation and					Instruction, PDESAS, etc.)
		introducing a narrator and/or					TIER 3: Open Court
		characters.					Intervention Guide; Open
							Court ESL Guide;
			5				Supplemental Resources
							(Lexia Support for
						7//	Instruction, PDESAS, etc.)
CC.1.4.5.C	Content for Writing	Informational: Develop the	Open Court		E05.C.1.2.2	Not app <mark>lic</mark> able.	TIER 1: Open Court Getting
CC.1.4.5.I		topic with facts, definitions,	Lesson and Unit		E05.E.1.1.2		Started, Units 1-6
CC.1.4.5.O		concrete details, quotations,	Assessments; OCR		E05.C.1.3.2		TIER 2: Open Court
		or other information and	Rubrics; Student		E05.C.1.3.4		Intervention Guide; Open
		examples related to the topic;	Portfolio				Court ESL Guide;
		include illustrations and			1000		Supplemental Resources
		multimedia when useful to	4()		September 1		(Lexia Support for
		aiding comprehension.					Instruction, PDESAS, etc.)

		Opinion: Provide reasons that are supported by facts and details; draw from credible sources.  Narrative: Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.	EA	SC	177		TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.4.5.D	Organization for	Informational: Group related	Open Court	and the same of th	E05.C.1.2.1	Not applicable.	TIER 1: Open Court Getting
CC.1.4.5.J	Writing	information logically linking	Lesson and Unit		E05.C.1.2.3		Started, Units 1, 3-6
CC.1.4.5.P		ideas within and across	Assessments; OCR		E05.C.1.2.6		TIER 2: Open Court
		categories of information	Rubrics; Student Portfolio	2	E05.E.1.1.1 E05.E.1.1.3		Intervention Guide; Open
		using words, phrases, and clauses; provide a concluding	POLLIOIIO	7	E05.E.1.1.3 E05.E.1.1.6		Court ESL Guide; Supplemental Resources
		statement or section; include	107		E05.C.1.1.1		(Lexia Support for
		formatting when useful to	200		E05.C.1.1.3		Instruction, PDESAS, etc.)
		aiding comprehension.	THE REAL PROPERTY.		E05.C.1.1.5		TIER 3: Open Court
		Opinion: Create an	6 / 3 3		E05.C.1.3.1		In <mark>te</mark> rvention Guide; Open
		organizational structure that		1	E05.C.1.3.3		C <mark>ou</mark> rt ESL Guide;
		includes related ideas grouped		SNI	E05.C.1.3.5		S <mark>up</mark> plemental Resources
		to support the writer's		O.V.		100	(Lexia Support for
		purpose; link opinion and		05//			Instruction, PDESAS, etc.)
	T	reasons using words, phrases, and clauses; provide a	( ) _ 1 _ (			1 1 5	
		concluding statement or		X			
		section related to the opinion.					
		Narrative: Use narrative					/
		techniques such as dialogue,					/
		description, and pacing, to			1		
		develop experiences and					
		events or show the responses					
		of characters to situations; use					
		concrete			4		
		words and phrases and					
		sensory details to convey		_ =			
		experiences and events precisely.	~ I C				
CC.1.4.5.E	Writing Style	Write with an awareness of	Open Court	Formal style	E05.C.1.2.4	Not applicable.	TIER 1: Open Court Units 1-6
CC.1.4.5.E	vviiding Style	style.	Lesson and Unit	Informal Style	E05.C.1.2.5	ivot applicable.	TIER 1. Open court offits 1-0
L	l	July 10.	Lesson and onic	ormar Style	200.0.1.2.5	1	

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CC.1.4.5.K			Assessments; OCR		E05.D.2.1.1		TIER 2: Open Court
CC.1.4.5.Q			Rubrics; Student		E05.D.2.1.2		Intervention Guide; Open
			Portfolio		E05.D.2.1.3		Court ESL Guide;
					E05.D.2.1.4		Supplemental Resources
					E05.E.1.1.4		(Lexia Support for
					E05.E.1.1.5		Instruction, PDESAS, etc.)
					E05.C.1.1.4		TIER 3: Open Court
				7	E05.C.1.3.4		Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
		to the	to the	Tana			(Lexia Support for
				The same of the sa			Instruction, PDESAS, etc.)
CC.1.4.5.R	Writing Conventions	Demonstrate a grade	Open Court	Transitional words,	E05.D.1.1.1	Not applicable.	TIER 1: Open Court Getting
CC.1.4.5.K	writing conventions	appropriate command of the	Lesson and Unit	phrases, clauses	E05.D.1.1.2	Not applicable.	Started, Units 1, 3, 5
CC.1.4.5.F		conventions of standard	Assessments; OCR	Concrete words	E05.D.1.1.3		TIER 2: Open Court
СС.1.4.5.Г		English grammar, usage,	Rubrics; Student	Perfect tense	E05.D.1.1.3		Intervention Guide; Open
			Portfolio	Correlative	E05.D.1.1.4 E05.D.1.1.5		Court ESL Guide;
		capitalization, punctuation,	Portiolio				1
		and spelling.		conjunctions	E05.D.1.1.6		Supplemental Resources
				Verb shifts	E05.D.1.1.7		(Lexia Support for
			0 / 23	Underlining	E05.D.1.1.8		Instruction, PDESAS, etc.)
				Italics	E05.D.1.2.1		TIER 3: Open Court
				AN A	E05.D.1.2.2		Intervention Guide; Open
				O V	E05.D.1.2.3		Court ESL Guide;
		< \		05//	E05.D.1.2.4		S <mark>up</mark> plemental Resources
		- LACINE			E05.D.1.2.5	1	(Lexia Support for
		To the second second					Instruction, PDESAS, etc.)
CC.1.4.5.B	Response to	Draw evidence from text to			E05.E.1.1.1	Not applicable.	TIER 1: Open Court Getting
CC.1.4.5.C	Literature	support analysis, reflection,			E05.E.1.1.2		Started, Units 1-6
CC.1.4.5.D		and research.			E05.E.1.1.3		TIER 2: Open Court
CC.1.4.5.E					E05.E.1.1.4		Intervention Guide; Open
CC.1.4.5.H			5		E05.E.1.1.5		Court ESL Guide;
CC.1.4.5.I			10		E05.E.1.1.6		Supplemental Resources
CC.1.4.5.J							(Lexia Support for
CC.1.4.5.Q							Instruction, PDESAS, etc.)
CC.1.4.5.S							TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
			1 0			2220	Supplemental Resources
					6580		(Lexia Support for
					100		Instruction, PDESAS, etc.)
<u> </u>	I.					I.	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

	T				l .	T	
CC.1.4.5.T	Production and	With guidance and support	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
	Distribution of	from peers and adults,	Lesson and Unit				TIER 2: Open Court
	Writing	develop and strengthen	Assessments; OCR				Intervention Guide; Open
		writing as needed by planning,	Rubrics; Student		1 7 1		Court ESL Guide;
		revising, editing, rewriting, or	Portfolio				Supplemental Resources
		trying a new approach.					(Lexia Support for
					<b>Y</b>		Instruction, PDESAS, etc.)
							TIER 3: Open Court
					,		Intervention Guide; Open
				9			Court ESL Guide;
		Seed Seed Seed Seed Seed Seed Seed Seed	to be	Tones.			Supplemental Resources
							(Lexia Support for
				1		. 1	Instruction, PDESAS, etc.)
CC.1.4.5.U	Technology and	With some guidance and	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
20.1.4.3.0	Publication	support, use technology,	Lesson and Unit		140t applicable.	itot applicable.	TIER 2: Open Court
	Fublication	including the Internet, to	Assessments; OCR	. 7	9		Intervention Guide; Open
	L.	produce and publish writing as	Rubrics; Student	7			Court ESL Guide;
							*
		well as to interact and	Portfolio		(1)		Supplemental Resources
		collaborate with others;	CALL MADE				(Lexia Support for
		demonstrate sufficient	6 /33				Instruction, PDESAS, etc.)
		command of keyboarding skills		1 (3)			TIER 3: Open Court
		to type a minimum of two	The same of the sa				In <mark>te</mark> rvention Guide; Open
		pages in a single sitting.		OV			C <mark>ou</mark> rt ESL Guide;
				05//			Supplemental Resources
		< \ LA 0.34000				1	(Lexia Support for
		To be a second					Instruction, PDESAS, etc.)
CC.1.4.5.V	Conducting Research	With guidance and support	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court 2-6
		from peers and adults,	Lesson and Unit				TIER 2: Open Court
		develop and strengthen	Assessments; OCR				Intervention Guide; Open
		writing as needed by planning,	Rubrics; Student				Court ESL Guide;
		revising, editing, rewriting, or	Portfolio		1		Supplemental Resources
		trying a new approach.					(Lexia Support for
							Instruction, PDESAS, etc.)
	`					7	TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
					7.		Supplemental Resources
			1 ~			334	(Lexia Support for
			~ I C		and the same of th	7	Instruction, PDESAS, etc.)
CC.1.4.5.W	Cradibility	Recall relevant information	Onon Court		Not applicable	Not applicable	
CC.1.4.5.W	Credibility,		Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
	Reliability, and	from experiences or gather	Lesson and Unit	-			

	Validity of Sources	relevant information from	Assessments; OCR				TIER 2: Open Court
		print and digital sources;	Rubrics; Student				Intervention Guide; Open
		summarize or paraphrase	Portfolio				Court ESL Guide;
		information in notes and			1		Supplemental Resources
		finished work, and provide a					(Lexia Support for
		list of sources.					Instruction, PDESAS, etc.)
							TIER 3: Open Court
							Intervention Guide; Open
					,		Court ESL Guide;
				9			Supplemental Resources
		/ SSSS	to the	Contract of the Contract of th			(Lexia Support for
		A ) A					Instruction, PDESAS, etc.)
CC.1.4.5.X	Range of Writing	Write routinely over extended	Open Court	3	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
		time frames (time for	Lesson and Unit	2			TIER 2: Open Court
		research, reflection, and	Assessments; OCR				Intervention Guide; Open
		revision) and shorter time	Rubrics; Student				Court ESL Guide;
		frames (a single sitting or a	Portfolio				Supplemental Resources
		day or two) for a range of					(Lexia Support for
		discipline specific tasks,	LL AG	6			Instruction, PDESAS, etc.)
		purposes and audiences.	6 / 33	A 1			TIER 3: Open Court
				1 1	00		Intervention Guide; Open
			-	AN P			Court ESL Guide;
					11115		Supplemental Resources
				06			(Lexia Support for
		LA CONTROL					Instruction, PDESAS, etc.)
			Listening 8	& Speaking			
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible	Alternate	Resources
					Content	Eligible	
						Content	
			Comprehension of	and Collaboration			
CC.1.5.5.A	Collaborative	Engage effectively in a range	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Getting
	Discussion	of collaborative discussions on	Lesson and Unit				Started, Units 1-6
	,	grade level topics and texts,	Assessments; OCR				**(ELD) Open Court English
		building on others 'ideas and	Rubrics		_ ` ·		Language Development Kit
		expressing their own clearly.					TIER 2: Open Court
							Intervention Guide; Open
			10			Contract of the Contract of th	Court ESL Guide;
					1000000		Supplemental Resources
			7()		and the state of t		(Lexia Support for
			- 0				Instruction, PDESAS, etc.)

							TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
					1		(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.5.5.B	Critical Listening	Summarize the main points of	Open Court	L	Not applicable.	Not applicable.	TIER 1: Open Court Getting
		written text read aloud or	Lesson and Unit	7			Started, Units 1-6
		information presented in	Assessments; OCR		,		**(ELD) Open Court English
		diverse media and formats,	Rubrics	9			Language Development Kit
		including visually,	in h	Tana .			TIER 2: Open Court
		quantitatively, and orally.					Intervention Guide; Open
			and the same of th				Court ESL Guide;
		7/30		. 7			Supplemental Resources
			of the Pillian				(Lexia Support for
							Instruction, PDESAS, etc.)
		The same of the sa	117				TIER 3: Open Court
			TI DE				Intervention Guide; Open
			31/10				Court ESL Guide;
							Supplemental Resources
					100		(Lexia Support for
				3 1			Instruction, PDESAS, etc.)
CC.1.5.5.C	Evaluating	Summarize the points a	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
CC.1.5.5.C	Information	speaker makes and explain	Lesson and Unit	12	Not applicable.	Not applicable.	**(ELD) Open Court English
	mormation	how each claim is supported	Assessments; OCR				Language Development Kit
		by reasons and evidence.	Rubrics			1 1 7	TIER 2: Open Court
		by reasons and evidence.	Rabiles	X			Intervention Guide; Open
							Court ESL Guide;
						7	Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
			9				TIER 3: Open Court
							Intervention Guide; Open
						7 //	Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
					7		Instruction, PDESAS, etc.)
		4	Conventions of	Standard English			mstruction, PDESAS, etc.)
CC 1 F F C	Conventions of	Domonstrate command of the	Open Court	Standard English	Not applicable	Not applicable	TIER 1: Open Court Units 1-6
CC.1.5.5.G		Demonstrate command of the			Not applicable.	Not applicable.	· · · · · · · · · · · · · · · · · · ·
	Standard English	conventions of standard	Lesson and Unit		No.		**(ELD) Open Court English
	1						Language Development Kit

		English when speaking based	Assessments; OCR				TIER 2: Open Court
		on grade 5 level and content.	Rubrics				Intervention Guide; Open
							Court ESL Guide;
					1		Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
					A		TIER 3: Open Court
				7	` _		Intervention Guide; Open
							Court ESL Guide;
				4			Supplemental Resources
		Land Land	San A	Tana.			(Lexia Support for
		A 1					Instruction, PDESAS, etc.)
			Integration	of Knowledge			ilistruction, PDESAS, etc.)
CC.1.5.5.F	Multimedia	Include multimedia	Open Court	oj Knowieuge	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
CC.1.3.3.F	iviuitilleula	components and visual	Lesson and Unit	3-	Not applicable.	ivot applicable.	**(ELD) Open Court English
				7	4		, , ,
		displays in presentations when appropriate to enhance the	Assessments; OCR Rubrics	7			Language Development Kit TIER 2: Open Court
			RUDITICS				
		development of main ideas or					Intervention Guide; Open
		themes.					Court ESL Guide;
							Supplemental Resources
			The same of the sa	41 67			(Lexia Support for
			The second second	N'			Instruction, PDESAS, etc.)
				0			TIER 3: Open Court
		3					Intervention Guide; Open
	T		5 - 1 /				Court ESL Guide;
		1726		X			Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
				nowledge and Ideas			
CC.1.5.5.D	Purpose, Audience	Report on a topic or present	Open Court	Sequencing	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
	and Task	an opinion, sequencing ideas	Lesson and Unit	Logically			**(ELD) Open Court English
		logically and using appropriate	Assessments; OCR				Language Development Kit
		facts and relevant, descriptive	Rubrics			7 //	TIER 2: Open Court
		details to support main ideas			. (		Intervention Guide; Open
		or themes; speak clearly with			4		Court ESL Guide;
		adequate volume, appropriate				11	Supplemental Resources
		pacing, and clear					(Lexia Support for
		pronunciation.	1 7			is the second	Instruction, PDESAS, etc.)
					200000		TIER 3: Open Court
					A STATE OF THE PARTY OF THE PAR		Intervention Guide; Open
			- 0				Court ESL Guide;
	<u> </u>						Source Ede Garde,

			TA	Co			Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.5.5.E	Context	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6  **(ELD) Open Court English Language Development Kit TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
				ORWAR		DISTA	