## **English Language Arts Curriculum Framework: Fourth 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?

	oncepts	Competencies	_				
CC1.1.4.D Phor			Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
	nonics and Word	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.)	Syllabication Morphology	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)
CC1.1.4.E Flue	uency	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)	OR W	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.); 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

						1	conjunction with one of the
							programs listed above)
			Peading Info	mational Text			programs iisted above)
Chandand	0				er.a.t.		B
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible	Alternate	Resources
					Content	Eligible	
						Content	
				Structure			
CC.1.2.4.D	Point of View	Compare and contrast an	Open Court		E04.B-C.2.1.1	Not app <mark>lica</mark> ble.	TIER 1: Open Court Units 2,
		event or topic told from two	Lesson and Unit	Z-a			3, 5
		different points of view.	Assessments;				TIER 2: Open Court
			Teacher				Intervention Guide; Open
		S) W	Observation/				Court ESL Guide;
			Record	2			Supplemental Resources
			4.17	77	A		(Lexia Support for
				7 1			Instruction, PDESAS, etc.)
			4.100		A 1		TIER 3: Open Court
							I <mark>nt</mark> ervention Guide; Open
					LY /		Court ESL Guide;
							Supplemental Resources
			The same of the sa	41 6			(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.2.4.E	Text Structure	Use text structure to interpret	Open Court	Q.	E04.B-C.2.1.2	Not applicable.	TIER 1: Open Court Units 1-6
		information (e.g., chronology,	Lesson and Unit				TIER 2: Open Court
		comparison, cause/effect,	Assessments;			1 1 5	Intervention Guide; Open
		problem/ solution).	Teacher	X			Court ESL Guide;
			Observation/				Supplemental Resources
			Record			7	(Lexia Support for
							Instruction, PDESAS, etc.) TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
						7	(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.2.4.F	Vocabulary	Determine the meaning of	Open Court		E04.B-V.4.1.1	Not applicable.	TIER 1: Open Court Units 1-6
00.1.2.7.1	Journal	words and phrases as they are	Lesson and Unit		E04.B-V.4.1.2	. Tot applicable.	**(ELD) Open Court English
		used in grade level text,	Assessments;		204.0 1.4.1.2	STATE OF THE PARTY	Language Development Kit
		including figurative language.	Teacher		1000		TIER 2: Open Court
		morading figurative language.	Observation/				Intervention Guide; Open
			Record				Court ESL Guide;
			record				Court Lot Guide,

			EA	SC			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.)
			Integration of Kn	owledge and Ideas			
CC.1.2.4.G	Diverse Media	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Digital Sources	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.1.2.4.H	Evaluating Arguments	Explain how an author uses and evidence to support particular points in a text.	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.1.2.4.I	Analysis Across Texts	Integrate information from two texts on the same topic to demonstrate understanding of that topic.	Open Court Lesson and Unit Assessments; Teacher	77:	E04.B-C.3.1.2 E04.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

			Observation/				(Lexia Support for
			Record				Instruction, PDESAS, etc.)
			LU L				TIER 3: Open Court
					1 7		Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
				4			(Lexia Support for
							Instruction, PDESAS, etc.)
				and Details			
CC.1.2.4.A	Main Idea	Determine the main idea of a	Open Court	Recount	04.B-K.1.1.2	Not applicable.	TIER 1: Open Court Units 1-6
		text; recount the key details	Lesson and Unit				TIER 2: Open Court
		and explain how they support	Assessments;				Intervention Guide; Open
		the main idea.	Teacher				Court ESL Guide;
			Observation/	2			Supplemental Resources
			Record				(Lexia Support for
				× 1			Instruction, PDESAS, etc.)
							TIER 3: Open Court
			S CALL				Intervention Guide; Open
					VA		Court ESL Guide;
					-		Supplemental Resources
				4 00	100		(Lexia Support for
				311			Instruction, PDESAS, etc.)
CC.1.2.4.B	Text Analysis	Refer to details and examples	Open Court	Explicit	E04.B-K.1.1.1	Not applicable.	TIER 1: Open Court Units 1-6
		in text to support what the	Lesson and Unit	A /			TIER 2: Open Court
		text says explicitly and make	Assessments;				Intervention Guide; Open
		inferences.	Teacher			1 6 7	Court ESL Guide;
			Observation/				Supplemental Resources
			Record				(Lexia Support for
			necord				Instruction, PDESAS, etc.)
		1					TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
	\					7 //	(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.2.4.C	Text Analysis	Explain events, procedures,	Open Court		E04.B-K.1.1.3	Not applicable.	TIER 1: Open Court Units 1-6
CC.1.2.4.C	TEAL ATIONS 15	ideas, or concepts, or steps in	Lesson and Unit		LU4.D-N.1.1.3	ivot applicable.	TIER 1: Open Court Onits 1-6 TIER 2: Open Court
		a procedure is connected	Assessments;			33	Intervention Guide; Open
			Teacher		8		Court ESL Guide;
		within a text, using language			355		-
		that pertains to time,	Observation/		The state of the s		Supplemental Resources
		sequence, and cause/effect.	Record				

			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.)
				f Reading			
CC.1.2.4.L	Range of Reading	Read and comprehend literary non-fiction and informational text 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 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.)
				uisition and Use			
CC.1.2.4.J	Vocabulary Acquisition and Use	Acquire and use accurately conversational, general academic, and domain-specific words and phrases including those that signal precise actions, emotions, or states of being and that are a particular topic.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		E04.B-V.4.1.1 E04.B-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.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.4.K	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and	Open Court Lesson and Unit Assessments;		E04.B-V.4.1.1	Not applicable.	TIER 1: Open Court Units 1-6 **(ELD) Open Court English Language Development Kit

		phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	Teacher Observation/ Record	SC			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
			*	Property of			(Lexia Support for Instruction, PDESAS, etc.)
			Reading	Literature			
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible	Alternate	Resources
		p composition of		,	Content	Eligible	
						Content	
			Craft and	Structure			
CC.1.3.4.D	Point of View	Compare and contrast an event or topic told from two different points of view.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Compare Contrast Event Topic	E04.A-C.2.1.1	Not applicable.	TIER 1: Open Court Units 1, 3, 5, 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.1.3.4.E	Text Structure	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Poem Drama Prose Elements	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.)

			EA	SC			TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.3.4.F	Vocabulary	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Figurative Language Simile Metaphor Personification	E04.A-V.4.1.1 E04.A-V.4.1.2	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.)
			Integration (	of Knowledge			
CC.1.3.4.G	Sources of Information	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.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Drama Visual Presentation	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.)
CC.1.3.4.H	Text Analysis	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of	Open Court Lesson and Unit Assessments; Teacher	Theme	EO4.A-C.3.1.1	Not applicable.	TIER 1: Open Court Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide;

	1	1			T	T	1
		events (e.g., the quest) in	Observation/				Supplemental Resources
		stories, myths, and traditional	Record				(Lexia Support for
		literature from different					Instruction, PDESAS, etc.)
		cultures.			1		TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
					<b>T</b>		Supplemental Resources
					. 4		(Lexia Support for
							Instruction, PDESAS, etc.)
			Key Ideas	and Details			, , ,
CC.1.3.4.A	Theme	Determine a theme of a text	Open Court	Theme	04.A-K.1.1.2	Not applicable.	TIER 1: Open Court Getting
		from details in the text;	Lesson and Unit	Summarize			Started, Units 1-6
		summarize the text.	Assessments;				TIER 2: Open Court
		7	Teacher	. 7			Intervention Guide; Open
			Observation/				Court ESL Guide;
			Record				Supplemental Resources
		The same of the sa					(Lexia Support for
			T. Carlo				Instruction, PDESAS, etc.)
			31/12				TIER 3: Open Court
							Intervention Guide; Open
					// // // // // // // // // // // // //		Court ESL Guide;
			3 (1)	315			Supplemental Resources
	T						(Lexia Support for
				12			Instruction, PDESAS, etc.)
CC.1.3.4.B	Text Analysis	Cite relevant details from text	Open Court	Cite	E04.A-K.1.1.1	Not applicable.	TIER 1: Open Court Getting
СС.1.5.4.В	Text Allalysis	to support what the text says	Lesson and Unit	Relevant	EU4.A-K.1.1.1	Not applicable.	Started, Units 1-6
		explicitly and make inferences.	Assessments;				TIER 2: Open Court
		explicitly and make interences.		Explicitly			•
			Teacher				Intervention Guide; Open
			Observation/				Court ESL Guide;
			Record				Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \					7 //	TIER 3: Open Court
					, (		Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
		4					(Lexia Support for
						37	Instruction, PDESAS, etc.)
CC.1.3.4.C	Literary Elements	Describe in depth a character,	Open Court	Drama	E04.A-K.1.1.3	Not applicable.	TIER 1: Open Court Getting
		setting, or event in a story or	Lesson and Unit		450		Started, Units 1-6
			Assessments;				

		drama, drawing on specific	Teacher				TIER 2: Open Court
		details in the text.	Observation/				Intervention Guide; Open
			Record				Court ESL Guide;
					1		Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
					4 Y _		TIER 3: Open Court
				5	` _		Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
		and the	land to	Tong.			(Lexia Support for
		A 1					Instruction, PDESAS, etc.)
			Danas	f Doading			ilistruction, FDE3A3, etc.)
CC 1 2 4 K	Dange of Danding	Dood and compact and literature		f Reading	Not applicable	Not applicable	TIED 1. Onen Count Catting
CC.1.3.4.K	Range of Reading	Read and comprehend literary	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Getting
		fiction on grade level, reading	Lesson and Unit		4		Started, Units 1-6
		independently and	Assessments;				TIER 2: Open Court
		proficiently.	Teacher				I <mark>nt</mark> ervention Guide; Open
			Observation/		30)		Court ESL Guide;
			Record				S <mark>up</mark> plemental Resources
			6 / 23				(L <mark>e</mark> xia Support for
				1 3	00		Instruction, PDESAS, etc.)
			- 11				TIER 3: Open Court
					11115	100	Intervention Guide; Open
		2					Court ESL Guide;
		- LACONTHINE					Supplemental Resources
		123					(Lexia Support for
							Instruction, PDESAS, etc.)
			Vocabularv Aca	uisition and Use			
CC.1.3.4.I	Strategies	Determine or clarify the	Open Court		E04.A-V.4.1.1	Not applicable.	TIER 1: Open Court Getting
2	11011	meaning of unknown and	Lesson and Unit				Started, Units 1-6
		multiple-meaning words and	Assessments;		1		**(ELD) Open Court English
		phrases based on grade level	Teacher				Language Development Kit
		reading and content choosing	Observation/				TIER 2: Open Court
	\	flexibly from a range of	Record			7 //	Intervention Guide; Open
		strategies and tools.	Record				Court ESL Guide;
		Strategies and tools.					Supplemental Resources
					1		
			1			All lands	(Lexia Support for
					1		Instruction, PDESAS, etc.)
					and the same of th		TIER 3: Open Court
			4()		The state of the s		Intervention Guide; Open
							Court ESL Guide;

			TA	C			Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.3.4.J	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		E04.A-V.4.1.1 E04.A-V.4.1.2	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.)
			Wri	ting			
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible	Alternate	Resources
					Content	Eligible Content	
CC.1.4.4.B CC.1.4.4.H CC.1.4.4.N	Focus for Writing	Informational: Identify and introduce the topic clearly.  Opinion: Introduce the topic and state an opinion on the topic.  Narrative: Orient the reader by establishing a situation and introducing a narrator and/or characters.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		E.04.C.1.2.1 E.04.E.1.1.1 E.04.C.1.1.1 E.04.E.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.1.4.4.C CC.1.4.4.I CC.1.4.4.O	Content for Writing	Informational: Develop the topic with facts, definitions, concrete details, quotations, or other information and	Open Court Lesson and Unit Assessments; OCR	777	E.04.C.1.2.1 E.04.E.1.1.2 E.04.C.1.1.2 E.04.E.1.1.2	Not applicable.	TIER 1: Open Court Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide;

CC.1.4.4.D CC.1.4.4.J CC.1.4.4.P	Organization for Writing	examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.  Opinion: Provide reasons that are supported by facts and details.  Narrative: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.  Informational: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.  Opinion: Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.  Narrative: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	SC S	E.04.C.1.2.1 E.04.C.1.2.3 E.04.C.1.2.5 E.04.E.1.1.1 E.04.E.1.1.5 E.04.C.1.1.1 E.04.C.1.1.1 E.04.C.1.1.3	Not applicable.	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.)  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.) Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
					1		
		to manage the sequence of	1 ~			3	
		events; provide a conclusion	~ I C		ode		
		that follows from the narrated			100		
			4()		The state of the s		
		experiences and events.					

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CC.1.4.4.E	Writing Style	Informational: Use precise	Open Court		E.04.C.1.2.4	Not applicable.	TIER 1: Open Court Units 1-3
CC.1.4.4.K		language and domain-specific	Lesson and Unit		E.04.D.2.1.1		TIER 2: Open Court
CC.1.4.4.Q		vocabulary to inform about or	Assessments; OCR		E.04.D.2.1.2		Intervention Guide; Open
		explain the topic.	Rubrics; Student		E.04.D.2.1.3		Court ESL Guide;
		Opinion and Narrative: Choose	Portfolio	- 01	E.04.E.1.1.4		Supplemental Resources
		words and phrases to convey			E.04.C.1.3.4		(Lexia Support for
		ideas precisely.					Instruction, PDESAS, etc.)
							TIER 3: Open Court
							Intervention Guide; Open
				9			Court ESL Guide;
		, Y (SS)	10.5	March 1			Supplemental Resources
		A ) A					(Lexia Support for
		AU					Instruction, PDESAS, etc.)
CC.1.4.4.R	Writing Conventions	Demonstrate a grade	Open Court	Quotations	E.04.D.1.1.1	Not applicable.	TIER 1: Open Court Units 1-6
CC.1.4.4.L		appropriate command of the	Lesson and Unit	Relative pronouns	E.04.D.1.1.2		TIER 2: Open Court
CC.1.4.4.J		conventions of standard	Assessments; OCR	Progressive verb	E.04.D.1.1.3		Intervention Guide; Open
		English grammar, usage,	Rubrics; Student	tense	E.04.D.1.1.4		Court ESL Guide;
		capitalization, punctuation,	Portfolio	Modal auxiliaries	E.04.D.1.1.5		Supplemental Resources
		and spelling.	PIL IZ	Prepositional	E.04.D.1.1.6		(Lexia Support for
			3.	phrases	E.04.D.1.1.7		Instruction, PDESAS, etc.)
				Fragments	E.04.D.1.1.8		TIER 3: Open Court
			and the same of	Run-ons	E.04.D.1.2.1		Intervention Guide; Open
				Antecedents	E.04.D.1.2.2	1 -	Court ESL Guide;
		2		Coordinating	E.04.D.1.2.3		Supplemental Resources
		- LANGE STREET		conjunction	E.04.D.1.2.4		(Lexia Support for
		The state of the s		Compound			Instruction, PDESAS, etc.)
		(C) (B)		sentence			
CC.1.4.4.B	Response to	Draw evidence from text to			E04.E.1.1.1	Not applicable.	TIER 1: Open Court Getting
CC.1.4.4.C	Literature	support analysis, reflection,			E04.E.1.1.2		Started, Units 1-6
CC.1.4.4.D		and research.			E04.E.1.1.3		TIER 2: Open Court
CC.1.4.4.E			5		E04.E.1.1.4		Intervention Guide; Open
CC.1.4.4.H			700		E04.E.1.1.5		Court ESL Guide;
CC.1.4.4.I							Supplemental Resources
CC.1.4.4.J	· ·						(Lexia Support for
CC.1.4.4.K					4		Instruction, PDESAS, etc.)
CC.1.4.4.S					1		TIER 3: Open Court
							Intervention Guide; Open
			10			570	Court ESL Guide;
					255		Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)

					I	ı	
CC.1.4.4.T	Production and	With guidance and support	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
	Distribution of	form 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		Court ESL Guide;
		revising, and editing.	Portfolio				Supplemental Resources
							(Lexia Support for
					<b>T</b>		Instruction, PDESAS, etc.)
				7			TIER 3: Open Court
					,		Intervention Guide; Open
				9			Court ESL Guide;
		3-57	14.5	Town or a second			Supplemental Resources
							(Lexia Support for
		ALG					Instruction, PDESAS, etc.)
CC.1.4.4.U	Technology and	With some guidance and	Open Court	- 7	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
	Publication	support, use technology,	Lesson and Unit				TIER 2: Open Court
	, delibution	including the Internet, to	Assessments; OCR				Intervention Guide; Open
		produce and publish writing as	Rubrics; Student				Court ESL Guide;
		well as to interact and	Portfolio				Supplemental Resources
		collaborate with others;	Tortiono				(Lexia Support for
		demonstrate sufficient	507 /300		57		Instruction, PDESAS, etc.)
		command of keyboarding skills					TIER 3: Open Court
		to type a minimum of one	The same	3 5			Intervention Guide; Open
	T	page in a single sitting.		AN.			Court ESL Guide;
		page in a single sitting.	The state of	12			Supplemental Resources
							(Lexia Support for
			1 -1			1 1 5	Instruction, PDESAS, etc.)
CC 1 4 4 V	Canduatina Daganah	Conduct short research	Open Court	X	Matagaliaskia	Not applicable.	
CC.1.4.4.V	Conducting Research	projects that build knowledge	Lesson and Unit		Not applicable.	Not applicable.	TIER 1: Open Court Units 2-6 TIER 2: Open Court
		through investigation of	Assessments; OCR				Intervention Guide; Open
		different aspects of a topic.	Rubrics; Student				Court ESL Guide;
			Portfolio				Supplemental Resources
							(Lexia Support for
						7 ///	Instruction, PDESAS, etc.)
					, (		TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
		4					Supplemental Resources
			10			13 m	(Lexia Support for
					450		Instruction, PDESAS, etc.)
CC.1.4.4.W	Credibility,	Recall relevant information	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
	validity of Sources	print and digital sources; take	Rubrics; Student				Intervention Guide; Open
		notes and categorize	Portfolio				Court ESL Guide;
		information, and provide a list	TOTALONO		1.		Supplemental Resources
		of sources.					(Lexia Support for
		or sources.					Instruction, PDESAS, etc.)
					4 7 _		TIER 3: Open Court
				2	` _		Intervention Guide; Open
							Court ESL Guide;
				4			Supplemental Resources
		and the same of th	to the	Tana			(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.4.4.X	Range of Writing	Write routinely over extended	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Getting
00.1.7.7.7	Manac of Willing	time frames (time for	Lesson and Unit	. 7	ot applicable.	or applicable.	Started, Units 1-6
		research, reflection, and	Assessments; OCR			,	TIER 2: Open Court
		revision) and shorter time	Rubrics; Student				Intervention Guide; Open
		frames (a single sitting or a	Portfolio				Court ESL Guide;
		day or two) for a range of	SI CAR				Supplemental Resources
		discipline-specific tasks,			V		(Lexia Support for
		purposes and audiences.					Instruction, PDESAS, etc.)
		pa, posso and dualismoss		4 0	100		TIER 3: Open Court
				315			Intervention Guide; Open
	T		3 10 10				Court ESL Guide;
				14			Supplemental Resources
		- The second second	400				(Lexia Support for
						1 6 7	Instruction, PDESAS, etc.)
			Listening 8	& Speaking			
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible	Alternate	Resources
Standard	Concepts	Competences	7.050551110110	Tocabaiai y	Content	Eligible	nesources
					Content	Content	
			Comprehension	l and Collaboration		Content	
CC.1.5.4.A	Collaborative	Engage effectively in a range	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Getting
CC.1.3.4.A	Discussion	of collaborative discussions on	Lesson and Unit		Not applicable.	Not applicable.	Started, Units 1-6
	Discussion	grade level topics and texts,	Assessments; OCR				**(ELD) Open Court English
		building on others' ideas and	Rubrics				Language Development Kit
		expressing their own clearly.	Rabiles				TIER 2: Open Court
		CAPICSSING CHEIR OWN Clearly.	1 ^			33	Intervention Guide; Open
					6505		Court ESL Guide;
					and the same of th		Supplemental Resources
	1						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.)
CC.1.5.4.B	Critical Listening	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally.	Open Court Lesson and Unit Assessments; OCR Rubrics	A STATE OF THE STA	Not applicable.	Not app <mark>lic</mark> able.	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.)
CC.1.5.4.C	Evaluating Information	Identify the reasons and evidence a speaker provides to support particular points.	Open Court Lesson and Unit Assessments; OCR Rubrics	Standard English	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.)
664546	Convention	Daniel de la constante de la c		Standard English	Nint male III	Nist small 11	TIED 4: On an Country in C. C.
CC.1.5.4.G	Conventions of Standard English	Demonstrate command of the conventions of standard	Open Court Lesson and Unit		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6

		English when speaking based	Assessments; OCR				**(ELD) Open Court English
		on grade 4 level and content.	Rubrics				Language Development Kit
							TIER 2: Open Court
					1		Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
					4 Y _		(Lexia Support for
				7	` _		Instruction, PDESAS, etc.)
							TIER 3: Open Court
							Intervention Guide; Open
		and the	to the	Tana.			Court ESL Guide;
		A 1					Supplemental Resources
			and the same of th	3			(Lexia Support for
		4 4 53 16					Instruction, PDESAS, etc.)
			Integration	of Knowledge			instruction, PDESAS, etc.)
CC.1.5.4.F	Multimedia //	Add audio recordings and	Open Court	) Kilowieuge	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
СС.1.3.4.г	Widitilledia	visual displays to	Lesson and Unit		посаррисавие.	Not applicable.	**(ELD) Open Court English
		presentations when	Assessments; OCR				Language Development Kit
		appropriate to enhance the	Rubrics				TIER 2: Open Court
		development of main ideas or	RUDITES				-
							Intervention Guide; Open
		themes.	The same of the sa	41 6			Court ESL Guide;
	T		The second second	N.			Supplemental Resources
			the state of	OL V			(Lexia Support for
	_	3					Instruction, PDESAS, etc.)
			Sant A			/ 1 5	TIER 3: Open Court
				X			Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
				owledge and Ideas			
CC.1.5.4.D	Purpose, Audience	Report on a topic or text, tell a	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
	and Task	story, or recount an	Lesson and Unit			7 //	**(ELD) Open Court English
		experience in an organized	Assessments; OCR		, (		Language Development Kit
		manner, using appropriate	Rubrics				TIER 2: Open Court
		facts and					Intervention Guide; Open
		relevant, descriptive details to					Court ESL Guide;
		support main ideas or themes;	10			EST .	Supplemental Resources
		speak clearly with adequate			and the state of t		(Lexia Support for
		volume, appropriate pacing,			A STATE OF THE PARTY OF THE PAR		Instruction, PDESAS, etc.)
		and clear pronunciation.					
		facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing,	Rubrics 1	77:			Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for

			EA	SC			TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.5.4.E	Context	Differentiate between contexts that require formal English versus informal situations.	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.)
			- 18	77			