English Language Arts Curriculum Framework: Second 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:

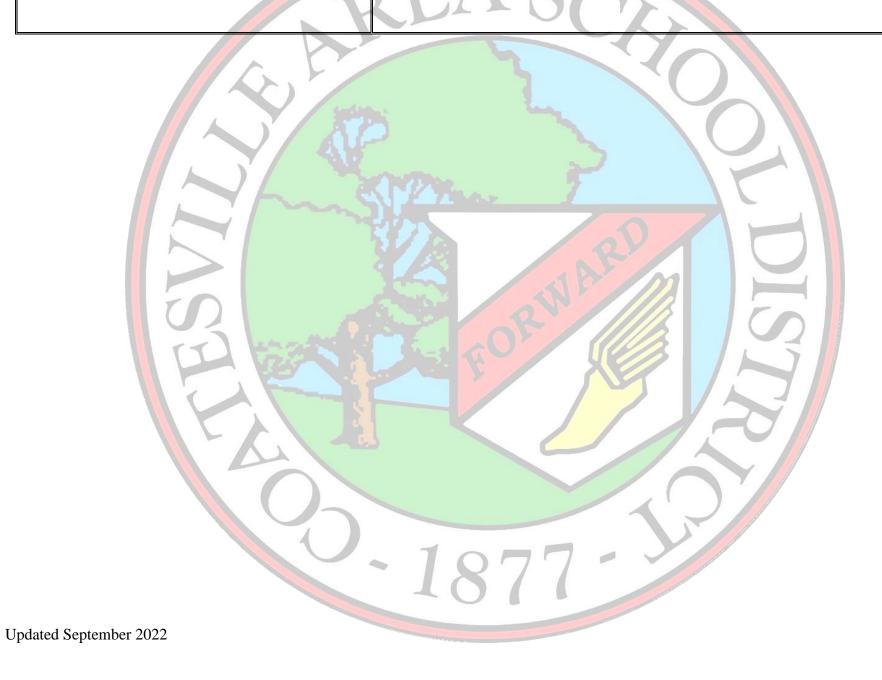
- 1. Comprehend and evaluate complex texts across a range of types and disciplines.
- 2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
- 3. Produce writing to address task, purpose, perspective, and intended audience; research 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	How do learners make decisions concerning formal and informal language in social and academic settings?
readers/listeners.	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?



Recognition Vowels when reading regularly spelled one syllable words 2. Decode two syllable words with long yowels and words with reading frequency sight words and words with inconsistent but common spelling sound correspondence 4. Read grade appropriate irregularly spelled words 5. Know spelling-sound correspondences for additional common vowel teams. CC.1.1.2.D Fluency Fluency Teacher Observation 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, as necessary. Acadience (ORF) Acadienc				Foundati	onal Skills			
Recognition Suffix Suffix	Standard	Concepts	Competencies	Assessment	Vocabulary		Eligible	Resources
CC.1.1.2.D 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. 1. Read on level text with purpose and understanding with accuracy and fluency Lesson and Unit Assessments; Fluency Assessments; Teacher Observation/ Record; Acadience (ORF) 1. Read on level text with purpose and understanding with accuracy and fluency Lesson and Unit Le	CC.1.1.2.D		vowels when reading regularly spelled one syllable words 2. Decode two syllable words with long vowels and words with common prefixes and suffixes 3. Read grade level high frequency sight words and words with inconsistent but common spelling-sound correspondence 4. Read grade appropriate irregularly spelled words 5. Know spelling-sound correspondences for additional common vowel	Lesson and Unit Assessments; Dictation; Acadience Reading (NWF); Diagnostic Measures (OCR,	Suffix High Frequency	Not applicable.	Not applicable.	**(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
(Phonics Chip Kit + Phonics Chip	CC.1.1.2.D	Fluency	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	Lesson and Unit Assessments; Fluency Assessments; Teacher Observation/ Record;	OR W	Not applicable.	Not applicable.	TIER 1: 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-

							conjunction with one of the			
			A				programs listed above)			
Reading Informational Text										
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources			
Craft and Structure										
CC.1.2.2.E	Text Structure	Use various text features and search tools to locate key facts or information in a text efficiently.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	3	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.1.2.3.F	Vocabulary	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	ORW	E03.B-V.4.1.1 E03.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.)			
			Integration of Kn	owledge and Ideas						
CC.1.2.2.G	Diverse Media	Explain how graphic representations contribute to and clarify a text.	Open Court Lesson and Unit Assessments; Teacher	77	Not applicable.	Not applicable.	TIER 1: Open Court Getting Started, Units 1-6 TIER 2: Open Court Intervention Guide; Open			

			Observation/				Court ESL Guide;
			Record				Supplemental Resources
			Lu L				(Lexia Support for
							Instruction, PDESAS, etc.
							TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
				3			Instruction, PDESAS, etc.)
CC.1.2.2.H	Evaluating	Describe how reasons support	Open Court	Contract of the Contract of th	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
	Arguments	specific points the author	Lesson and Unit				TIER 2: Open Court
		makes in a text.	Assessments;	13			Intervention Guide; Open
		, ,	Teacher	2			Court ESL Guide;
			Observation/				Supplemental Resources
			Record	y 1	A		(Lexia Support for
							Instruction, PDESAS, etc.)
							TIER 3: Open Court
		,	TI IZ				Intervention Guide; Open
			3 3				Court ESL Guide;
				1 13	0.0		Supplemental Resources
			- Table 1				(Lexia Support for
			Name of Street, or other Party of Street, or	AVI			Instruction, PDESAS, etc.)
CC.1.2.2.I	Analysis Across Texts	Compare and contrast the	Open Court	Compare	Not applicable.	Not applicable.	TIER 1: Open Court Units 2-5
		most important points	Lesson and Unit	Contrast			TIER 2: Open Court
		presented by two texts on the	Assessments;				Intervention Guide; Open
		same topic.	Teacher				Court ESL Guide;
			Observation/				Supplemental Resources
			Record				(Lexia Support for
							Instruction, PDESAS, etc.)
		- 6					TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
			Key Ideas	and Details			
CC.1.2.2.A	Main Idea	Identify the main idea of a	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Getting
		multi-paragraph text as well as	Lesson and Unit		and the same of th		Started, Units 1-6
		the focus of specific	Assessments;		A STATE OF THE PARTY OF THE PAR		TIER 2: Open Court
		paragraphs within the text.	Teacher				Intervention Guide; Open
					and the same of th		

		T					
			Observation/				Court ESL Guide;
			Record				Supplemental Resources
							(Lexia Support for
					1 7		Instruction, PDESAS, etc.)
							TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
				3			Instruction, PDESAS, etc.)
CC.1.2.2.B	Text Analysis	Ask and answer questions	Open Court	And a second	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
		such as who, what, where,	Lesson and Unit				TIER 2: Open Court
		when, why, and how to	Assessments;				Intervention Guide; Open
		demonstrate understanding of	Teacher	2			Court ESL Guide;
		key details in a text	Observation/	, , , , , , , , , , , , , , , , , , , 			Supplemental Resources
			Record	7			(Lexia Support for
				7			Instruction, PDESAS, etc.)
							TIER 3: Open Court
		,	LL AS		LY A		In <mark>te</mark> rvention Guide; Open
			6 / 33				C <mark>ou</mark> rt ESL Guide;
				1	m		S <mark>up</mark> plemental Resources
			The same of the sa				(L <mark>ex</mark> ia Support for
				D. A.			In <mark>st</mark> ruction, PDESAS, etc.)
CC.1.2.2.C	Text Analysis	Describe the connection	Open Court	05//	Not applicable.	Not applicable.	TIER 1: Open Court Units 1,
		between a series of events,	Lesson and Unit				2 <mark>,</mark> 4, 5
		concepts, or steps in a	Assessments;	X			TIER 2: Open Court
		procedure within a text.	Teacher				Intervention Guide; Open
			Observation/				Court ESL Guide;
			Record				Supplemental Resources
							(Lexia Support for
			9				Instruction, PDESAS, etc.)
							TIER 3: Open Court
						7 ///	Intervention Guide; Open
					, (Court ESL Guide;
							Supplemental Resources
					1		(Lexia Support for
		4	0	f Danding		W M	Instruction, PDESAS, etc.)
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CC.1.2.2.L	Range of Reading	Read and comprehend literary	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
		non-fiction and informational	Lesson and Unit		The state of the s		TIER 2: Open Court
		text on grade level, reading	Assessments;				Intervention Guide; Open

		independently and proficiently.	Teacher Observation/ Record	SC			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
				3			Instruction, PDESAS, etc.)
			-	uisition and Use			
CC.1.2.2.J	Vocabulary Acquisition and Use	Acquire and use grade- appropriate conversational, general academic, and domain-specific words and phrases.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	ORWAY	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.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.2.K	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	77	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.)			
Reading Literature										
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources			
Craft and Structure										
CC.1.3.2.D	Point of View	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Point of View Dialogue	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.1.3.2.E	Text Structure	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Structure Introduction Conclusion Action	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.1.3.2.F	Vocabulary	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Rhythm Phrase Meaning	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;			

			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.)
				of Knowledge			
CC.1.3.2.G	Sources of Information	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Digital Text Plot	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.1.3.2.H	Text Analysis	Compare and contrast two or more versions of the same story by different authors or from different cultures.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	TIER 1: Open Court Units 1, 2, 3, 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.)
			Key Ideas	and Details			

CC.1.3.2.A	Theme	Recount stories and determine their central message, lesson, or moral.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Moral Recount	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
CC.1.3.2.B	Text Analysis	Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Why A	Not applicable.	Not applicable.	Instruction, PDESAS, etc.) 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.1.3.3.C	Literary Elements	Describe how characters in a story respond to major events and challenges.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Respond Challenges	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.)

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			FA	S			Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)			
	Writing									
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources			
CC.1.4.2.B CC.1.4.2.H CC.1.4.2.N	Focus for Writing	Informational: Identify and introduce the topic. Opinion: Identify the topic and state an opinion. Narrative: Establish a situation and introduce a narrator and/or characters.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	RWAY	Not applicable.	Not applicable.	TIER 1: (Informational) Open Court Units 2, 4, 6; (Opinion) Units 1, 5, 6; (Narrative) Units 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.1.4.2.C CC.1.4.2.I CC.1.4.2.O	Content for Writing	Informational: Develop the topic with facts and/or definitions. Opinion: Support the opinion with reasons that include details connected to the opinion. Narrative: Include thoughts and feeling to describe experience and events to show the response of characters to situations.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	Narrator Character	Not applicable.	Not applicable.	TIER 1: (Informational) Open Court Units 2, 4, 6; (Opinion) Units 1, 5, 6; (Narrative) Units 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.) Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)			

	rganization for	Informational: Develop the	Onon Court				
CC.1.4.2.J Wri			Open Court		Not applicable.	Not applicable.	TIER 1: (Informational) Open
	riting/	topic with facts and/or	Lesson and Unit				Court Units 2, 4, 6; (Opinion)
CC.1.4.2.P		definitions	Assessments; OCR				Units 1, 5, 6; (Narrative)
		Opinion: Create an	Rubrics; Student				Units 3, 5, 6
		organizational structure that	Portfolio				TIER 2: Open Court
		includes reasons and includes					Intervention Guide; Open
		a concluding statement.		4			Court ESL Guide;
		Narrative: Organize a short					Supplemental Resources
		sequence of events, using					(Lexia Support for
		temporal words to signal					Instruction, PDESAS, etc.)
		event order; provide a sense		The same of the sa			TIER 3: Open Court
		of closure.					Intervention Guide; Open
		A B W					Court ESL Guide;
		7		2			Supplemental Resources
				, , , , , , , , , , , , , , , , , , , 			(Lexia Support for
				× 1	1		Instruction, PDESAS, etc.)
	riting Style	Informational: Choose words	Open Court		Not applicable.	Not applicable.	TIER 1: (Informational) Open
CC.1.4.2.K		and phrases for effect.	Lesson and Unit				Court Units 2, 4, 6; (Opinion)
CC.1.4.2.Q		Opinion: Use a variety of	Assessments; OCR	6			U <mark>ni</mark> ts 1, 5, 6; (Narrative)
		words and phrases to appeal	Rubrics; Student				U <mark>ni</mark> ts 3, 5, 6
		to the audience.	Portfolio	1 13	000		TIER 2: Open Court
		Narrative: Choose words and		AN P			Intervention Guide; Open
		phrases for effect.		DV /	/////		Court ESL Guide;
				26			Supplemental Resources
		- Language Control of the Control of					(Lexia Support for
		To be a second					Instruction, PDESAS, etc.)
		(C) (B)					TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.4.2.F Writ	riting Conventions	Demonstrate a grade	Open Court	Apostrophes	Not applicable.	Not applicable.	TIER 1: Open Court Getting
CC.1.4.2.R		appropriate command of the	Lesson and Unit				Started, Units 1-6
		conventions of standard	Assessments; OCR				TIER 2: Open Court
		English grammar, usage,	Rubrics; Student				Intervention Guide; Open
			Portfolio				Court ESL Guide;
		and spelling.	10			553	Supplemental Resources
					and the same of th		(Lexia Support for
					45		Instruction, PDESAS, etc.)
	_	appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation,	Lesson and Unit Assessments; OCR Rubrics; Student	Apostrophes	Not applicable.	Not applicable.	(Lexia Support for Instruction, PDESA TIER 3: Open Court Intervention Guide Court ESL Guide; Supplemental Resc (Lexia Support for Instruction, PDESA TIER 1: Open Court Started, Units 1-6 TIER 2: Open Court Intervention Guide Court ESL Guide; Supplemental Resc (Lexia Support for

							TIER 3: Open Court
			- A				Intervention Guide; Open
							Court ESL Guide;
					1		Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.4.2.T	Production and	With guidance and support	Open Court	Revision	Not applicable.	Not applicable.	TIER 1: Open Court Getting
	Distribution of	from adults and peers, focus	Lesson and Unit	Editing			Started, Units 1-6
	Writing	on a topic and strengthen	Assessments; OCR		, ,		TIER 2: Open Court
		writing as needed by revising	Rubrics; Student	9			Intervention Guide; Open
		and editing.	Portfolio	Tanas.			Court ESL Guide;
							Supplemental Resources
		ALG				. 1	(Lexia Support for
		7 30		. 7			Instruction, PDESAS, etc.)
						,	TIER 3: Open Court
				_ 7			Intervention Guide; Open
				7			Court ESL Guide;
		No.					Supplemental Resources
			11/12				(Lexia Support for
					27		Instruction, PDESAS, etc.)
CC.1.4.2.U	Technology and	With guidance and support,	Open Court		Not applicable.	Not applicable	TIER 1: Open Court Units 1-6
CC.1.4.2.0	Publication	use a variety of digital tools to	Lesson and Unit	315	Not applicable.	Not applicable.	TIER 2: Open Court
	Publication	produce and publish writing	Assessments; OCR	AN.			Intervention Guide; Open
		including in collaboration with	Rubrics; Student	OL V			Court ESL Guide;
			Portfolio				Supplemental Resources
	T	peers.	PORTIONO			/ 1 5	
		MEAN TO THE		X			(Lexia Support for
							Instruction, PDESAS, etc.)
							TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
004431	6 1 11 5 1		0 0 :		100		Instruction, PDESAS, etc.)
CC.1.4.2.V	Conducting Research	Participate in individual or	Open Court		Not applicable.	Not app <mark>lic</mark> able.	TIER 1: Open Court Units 1-6
		shared research and writing	Lesson and Unit				TIER 2: Open Court
		proj <mark>ects</mark>	Assessments; OCR				Intervention Guide; Open
		1	Rubrics; Student				Court ESL Guide;
			Portfolio				Supplemental Resources
					100		(Lexia Support for
					west to the same of the same o		Instruction, PDESAS, etc.)

							TIER 3: Open Court			
							Intervention Guide; Open			
							Court ESL Guide;			
					1		Supplemental Resources			
							(Lexia Support for			
							Instruction, PDESAS, etc.)			
CC.1.4.2.W	Credibility,	Recall information from	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6			
	Reliability, and	experiences or gather	Lesson and Unit				TIER 2: Open Court			
	Validity of Sources	information from provided	Assessments; OCR				Intervention Guide; Open			
		sources to answer a question.	Rubrics; Student	3			Court ESL Guide;			
		, Y (1904)	Portfolio	And a second			Supplemental Resources			
		A)' / A /					(Lexia Support for			
		AU					Instruction, PDESAS, etc.)			
		, ,		2			TIER 3: Open Court			
							Intervention Guide; Open			
		V A		× 1			Court ESL Guide;			
							Supplemental Resources			
							(Lexia Support for			
		' /	TI K		VA		Instruction, PDESAS, etc.)			
CC.1.4.2.X	Range of Writing	Write routinely over extended	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Getting			
		time frames (time for	Lesson and Unit	1 1	000		Started, Units 1-6			
		research, reflection, and	Assessments; OCR	AND A			TIER 2: Open Court			
		revision) and shorter time	Rubrics; Student	DV'	11115		Intervention Guide; Open			
		frames (a single sitting or a	Portfolio				Court ESL Guide;			
		day or two) for a range of					Supplemental Resources			
		discipline specific tasks,					(Lexia Support for			
		purposes and audiences.					Instruction, PDESAS, etc.)			
							TIER 3: Open Court			
							Intervention Guide; Open			
							Court ESL Guide;			
							Supplemental Resources			
							(Lexia Support for			
							Instruction, PDESAS, etc.)			
	Listening & Speaking									
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible	Alternate	Resources			
				•	Content	Eligible				
					201100110	Content				
			Comprehension	l and Collaboration		Content				
CC.1.5.2.A	Collaborative	Participate in collaborative	Open Court	and conductation	Not applicable.	Not applicable.	TIER 1: Open Court Getting			
30.1.3.2.7	Discussion	conversations with peers and	Lesson and Unit			oc applicable.	Started, Units 1-6			
	2.36433.011	SS. Versacions with peers and	Lesson and onit		and the same of th		314.104, 31113 1 0			

•	T				T		
		adults in small and larger	Assessments; OCR				**(ELD) Open Court English
		groups.	Rubrics				Language Development Kit
							TIER 2: Open Court
							Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
				7			Instruction, PDESAS, etc.)
					,		TIER 3: Open Court
				3			Intervention Guide; Open
		/ SSS1	in A	Markey .			Court ESL Guide;
		A)' A					Supplemental Resources
		AU					(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.5.2.B	Critical Listening	Recount or describe key ideas	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
		or details from a text read	Lesson and Unit	× 1			**(ELD) Open Court English
		aloud or information	Assessments; OCR				Language Development Kit
		presented orally or through	Rubrics				TIER 2: Open Court
		other media.	TI K				Intervention Guide; Open
			3 3				Court ESL Guide;
				1 13	0.0		Supplemental Resources
			100	an F			(Lexia Support for
							Instruction, PDESAS, etc.)
				A 1			TIER 3: Open Court
		- Language State of the land					Intervention Guide; Open
		TENE 1					Court ESL Guide;
		(10) (B)					Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.5.2.C	Evaluating	Ask and answer questions	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
	Information	about what a speaker says in	Lesson and Unit				**(ELD) Open Court English
		order to clarify	Assessments; OCR				Language Development Kit
		comprehension, gather	Rubrics				TIER 2: Open Court
	· ·	additional information, or					Intervention Guide; Open
		deepen understanding of a			_ ` ` .		Court ESL Guide;
		topic or issue.					Supplemental Resources
							(Lexia Support for
			10			Carried State of the Carried S	Instruction, PDESAS, etc.)
					100000		TIER 3: Open Court
					and the state of t		Intervention Guide; Open
							Court ESL Guide;

					1	1	T			
			A				Supplemental Resources			
ļ							(Lexia Support for			
							Instruction, PDESAS, etc.)			
Conventions of Standard English										
CC.1.5.2.G	Conventions of	Demonstrate command of the	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6			
	Standard English	conventions of standard	Lesson and Unit				**(ELD) Open Court English			
ļ		English when speaking based	Assessments; OCR				Language Development Kit			
		on grade 2 level and content.	Rubrics				TIER 2: Open Court			
							Intervention Guide; Open			
							Court ESL Guide;			
				The same of the sa			Supplemental Resources			
							(Lexia Support for			
							Instruction, PDESAS, etc.)			
				2			TIER 3: Open Court			
				, -			Intervention Guide; Open			
				7			Court ESL Guide;			
				7			Supplemental Resources			
							(Lexia Support for			
		,	RIV ASS				Instruction, PDESAS, etc.)			
				of Knowledge						
CC.1.5.2.F	Multimedia	Add drawings or other How do	Open Court	11 (7)	Not applicable.	Not applicable.	TIER 1: Open Court Getting			
		speakers employ language and	Lesson and Unit				Started, Units 2, 3, 4, 6			
		utilize resources to effectively	Assessments; OCR	ON.			**(ELD) Open Court English			
		communicate a message?	Rubrics	05/			L <mark>an</mark> guage Development Kit			
		visual displays to	S - 1 /			1, 3	TIER 2: Open Court			
		presentations when		X			Intervention Guide; Open			
		appropriate to clarify ideas,					Court ESL Guide;			
		and feelings.					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.)			
Presentation of Knowledge and Ideas										
CC.1.5.2.D	Purpose, Audience	Tell a story or recount an	Open Court	Recount	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6			
	and Task	experience with appropriate	Lesson and Unit	Relevant detail			**(ELD) Open Court English			
		facts and relevant, descriptive	Assessments; OCR		2000		Language Development Kit			
			Rubrics							

		details, speaking audibly in					TIER 2: Open Court
		coherent sentences.					Intervention Guide; Open
							Court ESL Guide;
					1		Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
					< /		TIER 3: Open Court
				7			Intervention Guide; Open
					, ,		Court ESL Guide;
				3			Supplemental Resources
		, 7 (50)		Annage .			(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.5.2.E	Context	Produce complete sentences	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Getting
		when appropriate to task and	Lesson and Unit	2			Started, Units 1-6
		situation in order to provide	Assessments; OCR	L, E			**(ELD) Open Court English
		requested detail or	Rubrics	· ·			Language Development Kit
		clarification.		7			TIER 2: Open Court
							I <mark>nt</mark> ervention Guide; Open
		,	THE ARM				Court ESL Guide;
							Supplemental Resources
				110			(L <mark>ex</mark> ia Support for
			Commercial	SN			In <mark>st</mark> ruction, PDESAS, etc.)
				O V			TIER 3: Open Court
				05//			Intervention Guide; Open
		Y LACITY					Court ESL Guide;
		1775		X			Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)