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

CC.1.1.3.D   Phonics and Word Recognition   Tier 1: Open Court (Studies)   Phonics and Word Recognition   Tier 2: Open Court (Studies)   Phonics and Word Recognition   Tier 3: Open Court (Studies)   Phonics and Word Recognition   Tier 3: Open Court (Studies)   Phonics Chip Kit, Phonics (Lesson and John Assessments; (Instance, Assessments)   Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Studies)   Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Studies)   Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Studies)   Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Studies)   Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Studies)   Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Studies)   Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Studies)   Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Phonics Chip Kit, Phonics (Lesson Library)   Tier 3: Open Court (Lesson Library)   Tier 3:		Foundational Skills									
Recognition meaning of the most common prefixes and derivational suffixes.  2. Decode words with common Latin suffixes  3. Decode multi-syllable words  4. Read grade appropriate irregularly spelled words.  CC.1.1.3.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.  Lesson and Junita.  Lesson and Junita. Root Word 4. Read Glence 8. Started, Units 1-6 **(ELD) Open Court Est Guide; Supplemental Resources (Lexia Support for Instruction, PDESA) etc.); 95% Group Materials (Phonics Chip kit, Phonics Lesson Library); TIER 3: 95% Group Materials (Phonics Chip kit, Phonics Chip kit	Standard	Concepts	Competencies	Assessment	Vocabulary		Eligible	Resources			
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.  Lesson and Unit Assessments; Fluency Assessments; Teacher Observation/ Record; Acadience Reading (ORF)  Lesson and Unit Assessments; Fluency Assessments; Fluency Assessments; 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	CC.1.1.3.D		meaning of the most common prefixes and derivational suffixes.  2. Decode words with common Latin suffixes  3. Decode multi-syllable words  4. Read grade appropriate	Lesson and Unit Assessments; Dictation; Acadience Reading (ORF); Diagnostic Measures (OCR,		Not applicable.	Not applicable.	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			
	CC.1.1.3.E	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; Acadience	ORW	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			

			A				conjunction with one of the programs listed above)				
			Deseller to fee				programs listed above)				
	Reading Informational Text										
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible	Alternate	Resources				
					Content	Eligible					
						Content					
Craft and Structure											
CC.1.2.3.D	Point of View	Explain the point of view of	Open Court	Point of View	E03.B-C.2.1.1	Not applicable.	TIER 1: Open Court Units 2-6				
		the author.	Lesson and Unit	Firsthand account			TIER 2: Open Court				
			Assessments;	Secondhand			Intervention Guide; Open				
			Teacher	account			Court ESL Guide;				
		A L	Observation/				Supplemental Resources				
		, ,	Record	2			(Lexia Support for				
				17			Instruction, PDESAS, etc.)				
			TAL V	7			TIER 3: Open Court				
							Intervention Guide; Open				
					50)		Court ESL Guide;				
			LL AS	4	LY A		Supplemental Resources				
			6 / 33				(L <mark>e</mark> xia Support for				
				117			Instruction, PDESAS, etc.)				
CC.1.2.3.E	Text Structure	Use text features and search	Open Court	Chronology	E03.B-C.2.1.2	Not applicable.	TIER 1: Open Court Units 1-6				
		tools to locate and interpret	Lesson and Unit	Comparison			TIER 2: Open Court				
		information.	Assessments;	Cause/Effect			Intervention Guide; Open				
		TANGETTI OF	Teacher	Problem/Solution			Court ESL Guide;				
		124	Observation/	X			Supplemental Resources				
			Record				(Lexia Support for				
							Instruction, PDESAS, etc.)				
							TIER 3: Open Court				
							Intervention Guide; Open				
							Court ESL Guide;				
							Supplemental Resources				
	`					7	(Lexia Support for				
00155	N				500 FM 11 1		Instruction, PDESAS, etc.)				
CC.1.2.3.F	Vocabulary	Determine the meaning of	Open Court		E03.B-V.4.1.1	Not applicable.	TIER 1: Open Court Units 1-6				
		words and phrases as they are	Lesson and Unit		E03.B-V.4.1.2		**(ELD) Open Court English				
		used in grade level text,	Assessments;			2011	Language Development Kit				
		distinguishing literal from non-	Teacher		200		TIER 2: Open Court				
		literal meaning as well as	Observation/				Intervention Guide; Open				
		shades of meaning among	Record		The state of the s		Court ESL Guide;				
		related words.		_			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.)
			Integration of Kno	owledge and Ideas			
CC.1.2.3.G	Diverse Media	Use information gained from text features to demonstrate understanding of a text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Text Features	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.)
CC.1.2.3.H	Evaluating Arguments	Describe how an author connects sentences and paragraphs in a text to support particular points.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	OR	E03.B-C.3,1.1	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.1.2.3.I	Analysis Across Texts	Compare and contrast the most important points and key details presented in two texts on the same topic.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Compare Contrast	E03.B-C.3.1.2	Not applicable.	TIER 1: Open Court Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; 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.)
			Key Ideas	and Details			
CC.1.2.3.A	Main Idea	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Recount	E03.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.1.2.3.B	Text Analysis	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Inferences	E03.B-K.1,1.1	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.1.2.3.C	Text Analysis	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that	Open Court Lesson and Unit Assessments; Teacher	Sequence	E03.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;

		pertains to time, sequence	Observation/				Supplemental Resources
		and cause and effect.	Record				(Lexia Support for
							Instruction, PDESAS, etc.)
					1		TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
					4 Y _		Supplemental Resources
					` 4		(Lexia Support for
							Instruction, PDESAS, etc.)
			Range o	of Reading			
CC.1.2.3.L	Range of Reading	Read and comprehend literary	Open Court	Informational Text	Not applicable.	Not applicable.	TIER 1: Open Court Units 2-6
		non-fiction and informational	Lesson and Unit				TIER 2: Open Court
		text on grade level, reading	Assessments;				Intervention Guide; Open
		independently and	Teacher	. 7			Court ESL Guide;
		proficiently.	Observation/				Supplemental Resources
			Record				(Lexia Support for
		The same of the sa					Instruction, PDESAS, etc.)
							TIER 3: Open Court
			31/10				Intervention Guide; Open
							Court ESL Guide;
				4 0	100		Supplemental Resources
			B COMPANY	1			(Lexia Support for
	T					1 '- '	Instruction, PDESAS, etc.)
			Vocabulary Acc	quisition and Use			mot detion, i besha, etc.,
CC.1.2.3.J	Vocabulary	Acquire and use accurately	Open Court		E03.B-V.4.1.1	Not applicable.	TIER 1: Open Court Units 1-6
	Acquisition and Use	grade appropriate	Lesson and Unit		E03.B-V.4.1.2		**(ELD) Open Court English
	7.0040.0.0.0	conversational, general	Assessments:				Language Development Kit
		academic, and domain-specific	Teacher				TIER 2: Open Court
		words and phrases, including	Observation/				Intervention Guide; Open
		those that signal spatial and	Record				Court ESL Guide;
		temporal relationships.	necora				Supplemental Resources
		temporarielationships.					(Lexia Support for
							Instruction, PDESAS, etc.)
	1					7	TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
					7.		Supplemental Resources
			1 ~			S. S	(Lexia Support for
			~ / (		800		Instruction, PDESAS, etc.)
CC.1.2.3.K	Vocabulary	Determine or clarify the	Open Court		E03.B-V.4.1.1	Not applicable.	TIER 1: Open Court Units 1-6
CC.1.2.3.K	Acquisition and Use	meaning of unknown and	Lesson and Unit		LUJ.D V.4.1.1	ivot applicable.	TIER 1. Open court onits 1-0
	Acquisition and Use	meaning of anknown and	Lesson and Onit			1	

		multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	Assessments; Teacher Observation/ Record	SC			**(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	Alternate	Resources
					Content	Eligible	
						Content	
				Structure			
CC.1.3.3.D	Point of View	Explain the point of view of the author.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	ORWA	E03.A-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.1.3.3.E	Text Structure	Refer to parts of text when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Chapter Scene Stanza	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.)

			EA	SC			TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.3.3.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	Connotation Denotation Literal Non-literal	E03.A-V.4.1.1 E03.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.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
			Integration (	of Knowledge			
CC.1.3.3.G	Sources of Information	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story, including mood, character traits, or setting.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Mood Character Traits	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.1.3.3.H	Text Analysis	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or	Open Court Lesson and Unit Assessments; Teacher	Theme	EO3.A-C.3.1.1	Not applicable.	TIER 1: Open Court Unit 4 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources

_	T				T		
		similar characters (e.g., books in a series).	Observation/ Record	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.)
	Ι.			and Details			
CC.1.3.3.A	Theme	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Convey Literary	E03.A-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.1.3.3.B	Text Analysis	Ask and answer questions about the text and make inferences from text, referring to text to support responses.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Infer Inferences Support	E03.A-K.1.1.1	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.1.3.3.C	Literary Elements	Describe characters in a story and explain how their actions contribute to the sequence of events.	Open Court Lesson and Unit Assessments; Teacher	77:	E03.A-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;

			Observation/ Record	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.)
			Range o	f Reading			
CC.1.3.3.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	Literary fiction	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.)
				quisition and Use			
CC.1.3.3.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	77	E03.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.)

CC.1.3.3.J	Vocabulary	Acquire and use accurately	Open Court		E03.A-V.4.1.1	Not applicable.	TIER 1: Open Court Getting
	Acquisition and Use	grade-appropriate	Lesson and Unit		E03.A-V.4.1.2		Started, Units 1- <mark>6</mark>
		conversational, general	Assessments;				**(ELD) Open Court English
		academic, and domain-specific	Teacher		1 7		Language Development Kit
		words and phrases, including	Observation/				TIER 2: Open Court
		those that signal spatial and	Record				Intervention Guide; Open
		temporal relationships.			7		Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
							TIER 3: Open Court
							Intervention Guide; Open
		23.16					Court ESL Guide;
				2			Supplemental Resources
			4.17				(Lexia Support for
			7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7				Instruction, PDESAS, etc.)
			Wri	ting			
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible	Alternate	Resources
					Content	Eligible	
						Content	
CC.1.4.3.B	Focus for Writing	Informational: Identify and	Open Court	431	E03.C.1.2.1	Not applicable.	TIER 1: Open Court Getting
CC.1.4.3.H		introduce the topic.	Lesson and Unit	AN'	E03.C.1.1.1		Started, Units 1-6
CC.1.4.3.N		Opinion: Introduce the topic	Assessments; OCR	are /			TIER 2: Open Court
		and state an opinion on the	Rubrics; Student				Intervention Guide; Open
		topic.	Portfolio				Court ESL Guide;
		Narrative: Establish a situation					Supplemental Resources
		and introduce a narrator					(Lexia Support for
		and/or characters.					Instruction, PDESAS, etc.)
							TIER 3: Open Court
		- (					Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.4.3.C	Content for Writing	Informational: Develop the	Open Court	Dialogue	E03.C.1.2.2	Not applicable.	TIER 1: Open Court Getting
CC.1.4.3.I		topic with facts, definitions,	Lesson and Unit		E03.E.1.1.2		Started, Units 1-6
CC.1.4.3.O		details, and illustrations, as	Assessments; OCR		E03.C.1.1.2	230	TIER 2: Open Court
		appropriate.	Rubrics; Student		E03.C.1.3.2		Intervention Guide; Open
		Opinion: Support an opinion	Portfolio				Court ESL Guide;
		Opinioni Support an opinion	1 Of Clotto		The state of the s		Court Lat Guide,

		Narrative: Establish a situation					(Lexia Support for
		and introduce a narrator					Instruction, PDESAS, etc.)
		and/or characters.					TIER 3: Open Court
							Intervention Guide; Open
					1		Court ESL Guide;
							Supplemental Resources
					<b>4 7 6</b>		(Lexia Support for
				7			Instruction, PDESAS, etc.)
CC.1.4.3.D	Organization for	Informational: Create an	Open Court		E03.C.1.2.1	Not applicable.	TIER 1: Open Court Getting
CC.1.4.3.J	Writing	organizational structure that	Lesson and Unit	9	E03.C.1.2.3		Started, Units 1-6
CC.1.4.3.P		includes information grouped	Assessments; OCR	lang	E03.C.1.2.4		TIER 2: Open Court
		and connected logically with a	Rubrics; Student		E03.C.1.1.1		Intervention Guide; Open
		concluding statement or	Portfolio	-	E03.C.1.1.3		Court ESL Guide;
		section.		~ 7	E03.C.1.1.4		Supplemental Resources
		Opinion: Create an	of the Piller		E03.C.1.3.1		(Lexia Support for
		organizational structure that		- 1	E03.C.1.3.3		Instruction, PDESAS, etc.)
		includes reasons linked in a			E03.C.1.3.4		TIER 3: Open Court
		logical order with a concluding	TO THE REAL PROPERTY.				Intervention Guide; Open
		statement or section.					Court ESL Guide;
		Narrative: Organize an event	3.7				Supplemental Resources
		sequence that unfolds		4 00	100		(Lexia Support for
		naturally, using temporal		315			Instruction, PDESAS, etc.)
		words and phrases to signal	2 To 10 To 1				, , , , , , , , , , , , , , , , , , , ,
		event order; provide a sense		14			
		of closure.					
CC.1.4.3.E	Writing Style	Opinion: Use a variety of	Open Court		E03.D.2.1.1	Not applicable.	TIER 1: Open Court Getting
CC.1.4.3.K	311,	words and sentence types to	Lesson and Unit		E03.D.1.1.9		Started, Units 1-6
CC.1.4.3.Q		appeal to the audience.	Assessments; OCR		E03.D.2.1.1		TIER 2: Open Court
		Informational and Narrative:	Rubrics; Student				Intervention Guide; Open
		Choose words and phrases for	Portfolio				Court ESL Guide;
		effect.					Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \					7	TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
							Supplemental Resources
			10			33 M	(Lexia Support for
			~ / ()		1000		Instruction, PDESAS, etc.)
CC.1.4.3.F	Writing Conventions	Demonstrate a grade	Open Court	Abstract nouns	E03.D.1.1.1	Not applicable.	TIER 1: Open Court Getting
CC.1.4.3.L		appropriate command of the	Lesson and Unit	Regular verbs	E03.D.1.1.2		Started, Units 1-6
33.2. 113.2	l	_ =pp. op. ata as.iiiiiaiia oi tile				I	

CC.1.4.3.R		conventions of standard	Assessments; OCR	Irregular verbs	E03.D.1.1.3		TIER 2: Open Court
		English grammar, usage,	Rubrics; Student	Antecedents	E03.D.1.1.4		Intervention Guide; Open
		capitalization, punctuation,	Portfolio	Comparative	E03.D.1.1.5		Court ESL Guide;
		and spelling.		adjectives	E03.D.1.1.6		Supplemental Resources
				Superlative	E03.D.1.1.7		(Lexia Support for
			-	adjectives	E03.D.1.1.8		Instruction, PDESAS, etc.)
				Comparative	E03.D.1.1.9		TIER 3: Open Court
				adverbs	E03.D.1.2.1		Intervention Guide; Open
				Superlative	E03.D.1.2.2		Court ESL Guide;
				adverbs	E03.D.1.2.3		Supplemental Resources
		7 321	in the	Coordinating	E03.D.1.2.4		(Lexia Support for
				conjunctions	E03.D.1.2.5		Instruction, PDESAS, etc.)
		A U		Subordinating	E03.D.1.2.6		
		,		conjunctions			
				Simple sentences			
				Compound			
		- Com		sentences			
				Complex sentences			
			LI D				
CC.1.4.3.S	Response to	Draw evidence from text to	1 5 3		Not applicable.	Not applicable.	TIER 1: Open Court Units 1,
CC.1.2.3.G.	Literature	support analysis, reflection,		1 12	00		5, <mark>6</mark>
CC.1.2.3.H.		and research.	and the second	401			TIER 2: Open Court
CC.1.2.3.I.						1 -	In <mark>te</mark> rvention Guide; Open
				are /			Court ESL Guide;
		LA CONTRACTOR					Supplemental Resources
		TOTAL					(Lexia Support for
	<b>11</b> A						Instruction, PDESAS, etc.)
							TIER 3: Open Court
							Intervention Guide; Open
							Court ESL Guide;
		-			1		Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.4.3.T	Production and	Develop and strengthen	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
	Distribution of	writing as needed by planning,	Lesson and Unit				TIER 2: Open Court
	Writing	revising, and editing.	Assessments; OCR				Intervention Guide; Open
	- <b>U</b>	5,	Rubrics; Student				Court ESL Guide;
			Portfolio			S. S	Supplemental Resources
					350	7	(Lexia Support for
							Instruction, PDESAS, etc.)
L	<u>,</u>				WEST		111361 4361011, 1 1 1 23/13, 666.

			EA	SC			TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.4.3.U	Technology and Publication	Use technology to produce and publish writing.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		Not applicable.	Not applicable.	TIER 1: Open Court nits 4, 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.1.4.3.V	Conducting Research	Conduct short research projects.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	ORWA	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.)
CC.1.4.2.W	Credibility, Reliability, and Validity of Sources	Recall information from experiences or gather information from provided sources to answer a question.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	77:	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.)

			EA	SC			TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)		
CC.1.4.3.X	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		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.)		
			Listening &	& Speaking					
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible	Alternate	Resources		
	·			•					
					Content	Eligible			
Comprehension and Collaboration									
			Comprehension (	and Collaboration	Content	Eligible Content			

	T						T1
CC.1.5.3.B	Critical Listening	Determine the main ideas and	Open Court		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
		supporting details of a text	Lesson and Unit				**(ELD) Open Court English
		read aloud or information	Assessments; OCR				Language Development Kit
		presented in diverse media	Rubrics				TIER 2: Open Court
		formats, including visually,					Intervention Guide; Open
		quantitatively, and orally.					Court ESL Guide;
				4			Supplemental Resources
							(Lexia Support for
							Instruction, PDESAS, etc.)
				7			TIER 3: Open Court
				and a			Intervention Guide; Open
							Court ESL Guide;
		BU		13			Supplemental Resources
				2			(Lexia Support for
							Instruction, PDESAS, etc.)
CC.1.5.3.C	Evaluating	Ask and answer questions	Open Court	7 1	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6
	Information	about information from a	Lesson and Unit				**(ELD) Open Court English
		speaker, offering appropriate	Assessments; OCR				L <mark>an</mark> guage Development Kit
		detail.	Rubrics		LY A		TIER 2: Open Court
			6 / 33	A 1			I <mark>nte</mark> rvention Guide; Open
				1 1 17	100		Court ESL Guide;
			and the same of				Supplemental Resources
				ON	/////	100	(L <mark>e</mark> xia Support for
				06/			Instruction, PDESAS, etc.)
		- LA 196					TIER 3: Open Court
		TP C					Intervention Guide; Open
		18					Court ESL Guide;
							Supplemental Resources
							(Lexia Support for
		1					Instruction, PDESAS, etc.)
				Standard English			
CC.1.5.3.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
	· ·	English when speaking based	Assessments; OCR				Language Development Kit
		on grade 3 level and content.	Rubrics		4		TIER 2: Open Court
							Intervention Guide; Open
							Court ESL Guide;
			10			330	Supplemental Resources
					25000		(Lexia Support for
					100000		Instruction, PDESAS, etc.)

			EA	SC			TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
	T			of Knowledge			
CC.1.5.3.F	Multimedia	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Open Court Lesson and Unit Assessments; OCR Rubrics	A SVA	Not applicable.	Not applicable.	TIER 1: Open Court Units 1, 2, 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.)
			Presentation of Ki	nowledge and Ideas			
CC.1.5.3.D	Purpose, Audience and Task	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	Open Court Lesson and Unit Assessments; OCR Rubrics	Volume Pacing	Not applicable.	Not applicable.	TIER 1: Open Court Units 2, 3, 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.)

