

English Language Arts Curriculum Framework: Fifth Grade

Long Term Transfer Goals

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

Students will be able to independently use their learning to:

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

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

Foundational Skills

Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
CC1.1.5.D	Phonics and Word Recognition	Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words	Open Court Lesson and Unit Assessments; Dictation; Acadience Reading (ORF); Diagnostic Measures (OCR, PSI, etc.)		Not applicable.	Not applicable.	<p>TIER 1: Open Court Getting Started, Units 1-6 *(ELD) Open Court English Language Development Kit</p> <p>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)</p> <p>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)</p>
CC1.1.5.E	Fluency	1. Read on level text with purpose and understanding with accuracy and fluency 2. Read on level text orally with accuracy, appropriate rate, and expression on successive readings 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Open Court Lesson and Unit Assessments; Fluency Assessments; Teacher Observation/Record; Acadience Reading (ORF)		Not applicable.	Not applicable.	<p>TIER 1: Open Court Units 1-6</p> <p>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</p> <p>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)</p>

Reading Informational Text

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

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

							TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<i>Key Ideas and Details</i>							
CC.1.2.5.A	Main Idea	Determine two or more main ideas in a text and explain how they are supported by key details; summarizing the text.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Recount	E05.B-K.1.1.2	Not applicable.	TIER 1: Open Court Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.5.B	Text Analysis	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Quote	E05.B-K.1.1.1	Not applicable.	TIER 1: Open Court Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.5.C	Text Analysis	Explain the relationship or interaction between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		E05.B-K.1.1.3	Not applicable.	TIER 1: Open Court Getting Started, Units 1-6 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)

							TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<i>Range of Reading</i>							
CC.1.2.5.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		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.)
<i>Vocabulary Acquisition and Use</i>							
CC.1.2.5.J	Vocabulary Acquisition and Use	Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		E05.B-V.4.1.1 E05.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.1.2.5.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	Open Court Lesson and Unit Assessments; Teacher		E05.B-V.4.1.1	Not applicable.	TIER 1: Open Court Units 1-6 **(ELD) Open Court English Language Development Kit TIER 2: Open Court Intervention Guide; Open

		flexibly from a range of strategies and tools.	Observation/ Record				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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Reading Literature

Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
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Craft and Structure

CC.1.3.5.D	Point of View	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Accounts Similarities Differences	E05.A-C.2.1.1	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.1.3.5.E	Text Structure	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	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.1.3.5.F	Vocabulary	Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Interpret	E05.A-V.4.1.1 E05.A-V.4.1.2	Not applicable.	TIER 1: Open Court Units 1-6 ** (ELD) Open Court English Language Development Kit TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<i>Integration of Knowledge</i>							
CC.1.3.5.G	Sources of Information	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Analyze Multimedia Tone	Not applicable.	Not applicable.	TIER 1: Open Court Getting Started, Units 1-2, 4-6 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.1.3.5.H	Text Analysis	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Genre	E05.A-C.3.1.1	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.)
<i>Key Ideas and Details</i>							
CC.1.3.5.A	Theme	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		E05.A-K.1.1.2	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.1.3.5.B	Text Analysis	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Evidence Quoting	E05.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.1.3.5.C	Literary Elements	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		E05.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; 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.)
<i>Range of Reading</i>							
CC.1.3.5.K	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		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.)
<i>Vocabulary Acquisition and Use</i>							
CC.1.3.5.I	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing flexibly from a range of strategies and tools.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		E05.A-V.4.1.1	Not applicable.	TIER 1: Open Court Getting Started, Units 1-6 **(ELD) Open Court English Language Development Kit TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)

CC.1.3.5.J	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		E05.A-V.4.1.1 E05.A-V.4.1.2	Not applicable.	TIER 1: Open Court Units 1-6 **(ELD) Open Court English Language Development Kit TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
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Writing

Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
CC.1.4.5.B CC.1.4.5.H CC.1.4.5.N	Focus for Writing	<u>Informational:</u> Identify and introduce the topic clearly. <u>Opinion:</u> Introduce the topic and state an opinion on the topic. <u>Narrative:</u> Orient the reader by establishing a situation and introducing a narrator and/or characters.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		E05.C.1.2.1 E05.E.1.1.1 E05.C.1.1.1 E05.C.1.3.1	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.1.4.5.C CC.1.4.5.I CC.1.4.5.O	Content for Writing	<u>Informational:</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		E05.C.1.2.2 E05.E.1.1.2 E05.C.1.3.2 E05.C.1.3.4	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.)

		<p><u>Opinion:</u> Provide reasons that are supported by facts and details; draw from credible sources.</p> <p><u>Narrative:</u> Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p>					<p>TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>
<p>CC.1.4.5.D CC.1.4.5.J CC.1.4.5.P</p>	<p>Organization for Writing</p>	<p><u>Informational:</u> Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p><u>Opinion:</u> Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p> <p><u>Narrative:</u> Use narrative techniques such as dialogue, description, and pacing, 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.</p>	<p>Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio</p>		<p>E05.C.1.2.1 E05.C.1.2.3 E05.C.1.2.6 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6 E05.C.1.1.1 E05.C.1.1.3 E05.C.1.1.5 E05.C.1.3.1 E05.C.1.3.3 E05.C.1.3.5</p>	<p>Not applicable.</p>	<p>TIER 1: Open Court Getting Started, Units 1, 3-6</p> <p>TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p>TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>
<p>CC.1.4.5.E</p>	<p>Writing Style</p>	<p>Write with an awareness of style.</p>	<p>Open Court Lesson and Unit</p>	<p>Formal style Informal Style</p>	<p>E05.C.1.2.4 E05.C.1.2.5</p>	<p>Not applicable.</p>	<p>TIER 1: Open Court Units 1-6</p>

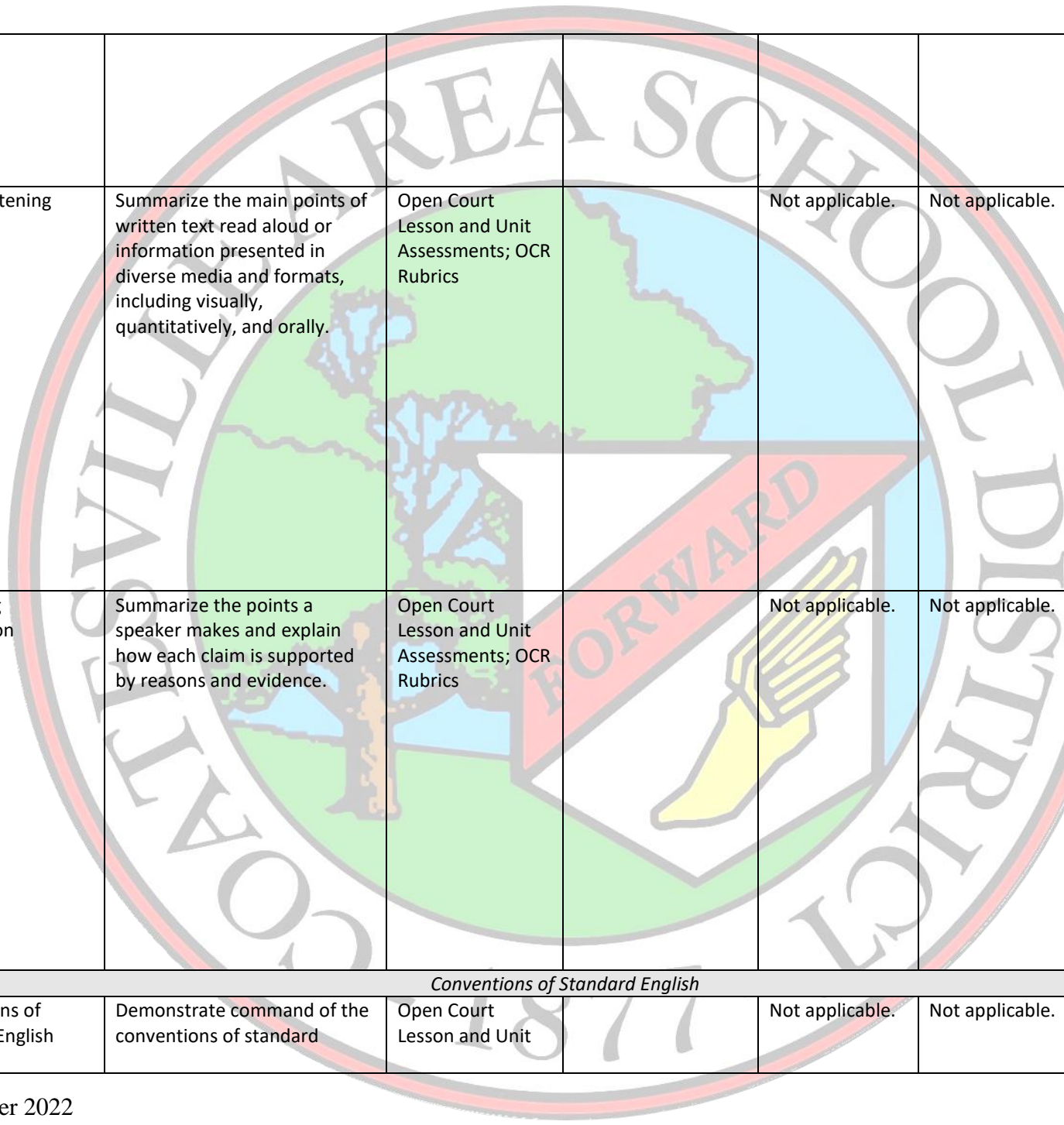
CC.1.4.5.K CC.1.4.5.Q			Assessments; OCR Rubrics; Student Portfolio		E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.4 E05.E.1.1.5 E05.C.1.1.4 E05.C.1.3.4		TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.4.5.R CC.1.4.5.L CC.1.4.5.F	Writing Conventions	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	Transitional words, phrases, clauses Concrete words Perfect tense Correlative conjunctions Verb shifts Underlining Italics	E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5	Not applicable.	TIER 1: Open Court Getting Started, Units 1, 3, 5 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.1.4.5.B CC.1.4.5.C CC.1.4.5.D CC.1.4.5.E CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.Q CC.1.4.5.S	Response to Literature	Draw evidence from text to support analysis, reflection, and research.			E05.E.1.1.1 E05.E.1.1.2 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5 E05.E.1.1.6	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.1.4.5.T	Production and Distribution of Writing	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.)
CC.1.4.5.U	Technology and Publication	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	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.)
CC.1.4.5.V	Conducting Research	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		Not applicable.	Not applicable.	TIER 1: Open Court 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.1.4.5.W	Credibility, Reliability, and	Recall relevant information from experiences or gather	Open Court Lesson and Unit		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6

	Validity of Sources	relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Assessments; OCR Rubrics; Student Portfolio				<p>TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p>TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>
CC.1.4.5.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.	<p>TIER 1: Open Court Units 1-6</p> <p>TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p>TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>

Listening & Speaking

Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
<i>Comprehension and Collaboration</i>							
CC.1.5.5.A	Collaborative Discussion	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	<p>TIER 1: Open Court Getting Started, Units 1-6</p> <p>** (ELD) Open Court English Language Development Kit</p> <p>TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>



							TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.5.5.B	Critical Listening	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Open Court Lesson and Unit Assessments; OCR Rubrics		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.1.5.5.C	Evaluating Information	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	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.)
<i>Conventions of Standard English</i>							
CC.1.5.5.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 ** (ELD) Open Court English Language Development Kit

		English when speaking based on grade 5 level and content.	Assessments; OCR Rubrics				<p>TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p>TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>
<i>Integration of Knowledge</i>							
CC.1.5.5.F	Multimedia	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	<p>TIER 1: Open Court Units 1-6 ** (ELD) Open Court English Language Development Kit</p> <p>TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p>TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>
<i>Presentation of Knowledge and Ideas</i>							
CC.1.5.5.D	Purpose, Audience and Task	Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	Open Court Lesson and Unit Assessments; OCR Rubrics	Sequencing Logically	Not applicable.	Not applicable.	<p>TIER 1: Open Court Units 1-6 ** (ELD) Open Court English Language Development Kit</p> <p>TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p>TIER 3: Open Court Intervention Guide; Open Court ESL Guide;</p>

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

