

English Language Arts Curriculum Framework: First 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	Resources
	Book Handling	Intentionally Blank.			Not applicable.	Not applicable.	Intentionally Blank.
CC.1.1.1.B	Print Concepts	Recognize the distinguishing features of a sentence (e.g. First word, capitalization, and punctuation)	Open Court Lesson and Unit Assessments; Teacher Observation;	Sentence Capitalization Quotation Marks	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-9 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.1.1.1.C	Phonological Awareness	1. Distinguish long from short vowel sounds in spoken single syllable words 2. Count, pronounce, blend, and segment syllables in spoken words 3. Orally produce single syllable words, including consonant blends and diagraphs 4. Isolate and pronounce initial, medial, and final vowel sounds in spoken single syllable words 5. Add or substitute individual sounds in one syllable words to make new words	Open Court Lesson and Unit Assessments; Teacher Observation; Acadience Reading (PSF)	Orally Consonant Blend Diagraph Add Substitute	Not applicable.	Not applicable.	TIER 1: Open Court Getting Started, Units 1-11 **(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.), Heggerty Phonemic Awareness Curriculum TIER 3: Heggerty Phonemic Awareness Curriculum; Sounds Sensible
CC.1.1.1.D	Phonics and Word Recognition	1. Identify common consonant diagraphs, final -e, and common vowel teams.	Open Court Lesson and Unit Assessments; Dictation; Acadience Reading	Consonant Diagraph Final -e Vowel Team Decode	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 **(ELD) Open Court English Language Development Kit TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources

		2. Decode one and two syllable words with common patterns. 3. Read grade level words with inflectional endings 4. Read grade appropriate irregularly spelled words.	(NWF); Diagnostic Measures (OCR, PSI, etc.)	Inflectional Ending Irregular Patterns			(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
CC.1.1.1.E	Fluency	Read on level text with purpose and understanding with accuracy and fluency Read on level text orally with accuracy, appropriate rate, and expression on successive readings 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 (ORF)	Text Accuracy Rate Expression Context Self-Correct Rereading	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 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

Reading Informational Text

Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible	Resources
<i>Craft and Structure</i>							
CC.1.2.1.E	Text Structure	Use various text features and search tools to locate key facts or information in a text.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Fact Opinion Text features Search tools	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 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.F	Vocabulary	Determine the meaning of words	Open Court Lesson and Unit		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12

		and phrases as they are used in grade level text including multiple-meaning words.	Assessments; Teacher Observation/ Record				** (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.1.2.1.G	Diverse Media	Use the illustrations and details in a text to describe its key ideas.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		-		TIER 1: Open Court Units 1-12 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.1.2.1.H	Evaluating Arguments	Identify the reasons an author gives to support points in a text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	TIER 1: Open Court Units 2-11 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.1.2.1.I	Analysis Across Texts	Identify basic similarities in and differences between two texts on the same topic.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	TIER 1: Open Court Units 3-12 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.1.2.1.A	Main Idea	Identify the main idea and retell key details of text	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Main idea	Not applicable.	Not applicable.	TIER 1: Open Court Units 2-12 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.1.2.1.B	Text Analysis	Ask and answer questions about key details in a text.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		Not applicable.	Not applicable.	TIER 1: Open Court Units 2-12 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.1.2.1.C	Text Analysis	Describe the connection between two individual events, ideas, or pieces of information in a text.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		Not applicable.	Not applicable.	TIER 1: Open Court Units 2-12 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.K.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	Read Comprehend Literary Nonfiction	Not applicable.	Not applicable.	TIER 1: Open Court Units 5-12 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.1.2.1.J	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 ** (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.1.2.1.K	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning	Open Court Lesson and Unit Assessments; Teacher		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 ** (ELD) Open Court English Language Development Kit

		words and phrases based on grade level reading and content.	Observation/Record				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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Reading Literature

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

CC.1.3.1.D	Point of View	Identify who is telling the story at various points in a text.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Narrator	Not applicable.	Not applicable.	TIER 1: Open Court Units 2-9 and 12 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.1.3.1.E	Text Structure	Explain major differences between books that tell story and books that give information, drawing on wide reading or range of text types.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Differences Fiction Non-Fiction	Not applicable.	Not applicable.	TIER 1: Open Court Units 2, 5, 6, 8, 9-12 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.1.3.1.F	Vocabulary	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Senses	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 ** (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.1.3.1.G CC.1.3.1.H	Sources of Information	Use illustrations and details in a story to describe characters, setting, or events.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Setting Events	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6, 8-12 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
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CC.1.3.1.H	Text Analysis	Compare and contrast the adventures and experiences of characters in stories.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	TIER 1: Open Court Units 1, 2, 4, 6, 8, 9, 11, 12 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.1.3.1.A	Theme	Retell stories including key details and demonstrate understanding of their central message or lesson.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Message Lesson	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6, 8, 9, 11, 12 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.1.3.1.B	Text Analysis	Ask and answer questions about key details in a text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 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.1.3.1.C	Literary Elements	Describe characters, settings, and major events in a story, using key details.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 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.1.3.1.K	Range of Reading	Read and comprehend literature 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 5-12 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)

Vocabulary Acquisition and Use							
CC.1.3.1.I	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6, 8-12 ** (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.1.3.1.J	Vocabulary Acquisition and Use	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between words and phrases.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Signal words	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-6, 8-12 ** (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.)
Writing							
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible	Resources
CC.1.4.1.B CC.1.4.1.H CC.1.4.1.N	Focus for Writing	<u>Informational:</u> Identify and write about one specific topic. <u>Opinion:</u> Form an opinion by choosing among given topics. <u>Narrative:</u> Establish “who” and “what” the narrative will be about.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		Not applicable.	Not applicable.	TIER 1: (Informational) Open Court Units 3, 4, 9, 10, 11; (Opinion) Open Court Units 5, 7; (Narrative) Open Court Units 2, 11, 12 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.1.4.1.C CC.1.4.1.I CC.1.4.1.O	Content for Writing	<u>Informational:</u> Develop the topic with two or more facts.	Open Court Lesson and Unit Assessments; OCR	Facts Opinion	Not applicable.	Not applicable.	TIER 1: (Informational) Open Court Units 3, 4, 9, 10, 11; (Opinion) Open Court Units 5, 7, 8; (Narrative) Open Court Units 2, 11, 12

		<p><u>Opinion:</u> Support the opinion with reasons related to the opinion.</p> <p><u>Narrative:</u> Include thoughts and feelings to describe experiences and events.</p>	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.1.4.1.D CC.1.4.1.J CC.1.4.1.P	Organization for Writing	<p><u>Informational:</u> Group information and provide some sense of closure.</p> <p><u>Opinion:</u> Create an organizational structure that includes reasons and provides some sense of closure.</p> <p><u>Narrative:</u> Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.</p>	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	Closure Sequence	Not applicable.	Not applicable.	<p>TIER 1: (Informational) Open Court Units 3, 4, 9, 10, 11; (Opinion) Open Court Units 5, 6, 7, 8; (Narrative) Open Court Units 2, 11, 12</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>
CC.1.4.1.E CC.1.4.1.K CC.1.4.1.Q	Writing Style	<p><u>Informational:</u> Choose words and phrases for effect.</p> <p><u>Opinion:</u> Use a variety of words and phrases.</p> <p><u>Narrative:</u> Use a variety of words and phrases.</p>	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	Phrase	Not applicable.	Not applicable.	<p>TIER 1: (Informational) Open Court Units 3, 4, 9, 10, 12; (Opinion) Open Court Units 5, 6, 7, 8; (Narrative) Open Court Units 2, 11, 12</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>
CC.1.4.1.F CC.1.4.1.L CC.1.4.1.R	Writing Conventions	Demonstrate a grade appropriate command of the conventions of	Open Court Lesson and Unit Assessments; OCR	Commas	Not applicable.	Not applicable.	<p>TIER 1: Open Court Units 2, 11, 12</p> <p>TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>

		standard English grammar, usage, capitalization, punctuation, and spelling.	Rubrics; Student Portfolio			TIER 3: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.4.1.T	Production and Distribution of Writing	With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	Not applicable.	Not applicable.	TIER 1: Open Court Units 1, 4-11 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.1.4.1.U	Technology and Publication	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	Not applicable.	Not applicable.	TIER 1: Open Court Units 1, 5, 7-10, 12 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.1.4.1.V	Conducting Research	Participate in individual or shared research and writing projects.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	Not applicable.	Not applicable.	TIER 1: Open Court Units 2-12 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.1.4.1.W	Credibility, Reliability, and Validity of Sources	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 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.1.4.1.X	Range of Writing	Write routinely over extended time frames (time for research, reflection,	Open Court Lesson and Unit Assessments; OCR	Not applicable.	Not applicable.	TIER 1: Open Court Units 7-12 TIER 2: Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)

		and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Rubrics; Student Portfolio				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 Content	Alternate Eligible	Resources
<i>Comprehension and Collaboration</i>							
CC.1.5.1.A	Collaborative Discussion	Participate in collaborative conversations with peers and adults in small and larger groups.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 ** (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.1.5.1.B	Critical Listening	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 ** (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.1.5.1.C	Evaluating Information	Ask and answer questions about what a speaker says in order to gather additional	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	TIER 1: Open Court Units 2, 4-10, 12 ** (ELD) Open Court English Language Development Kit

		information or clarify something that is not understood.					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.1.5.1.G	Conventions of Standard English	Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	TIER 1: Open Court Units 2-12 ** (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.1.5.1.F	Multimedia	Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 ** (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>Presentation of Knowledge and Ideas</i>							
CC.1.5.1.D	Purpose, Audience and Task	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	TIER 1: Open Court Units 2, 4-12 ** (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.1.5.1.E	Context	Produce complete sentences when appropriate to task and situation.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	TIER 1: Open Court Units 1-12 ** (ELD) Open Court English Language Development Kit

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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.)

