

## English Language Arts Curriculum Framework: Second Grade

### Long Term Transfer Goals

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

*Students will be able to independently use their learning to:*

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

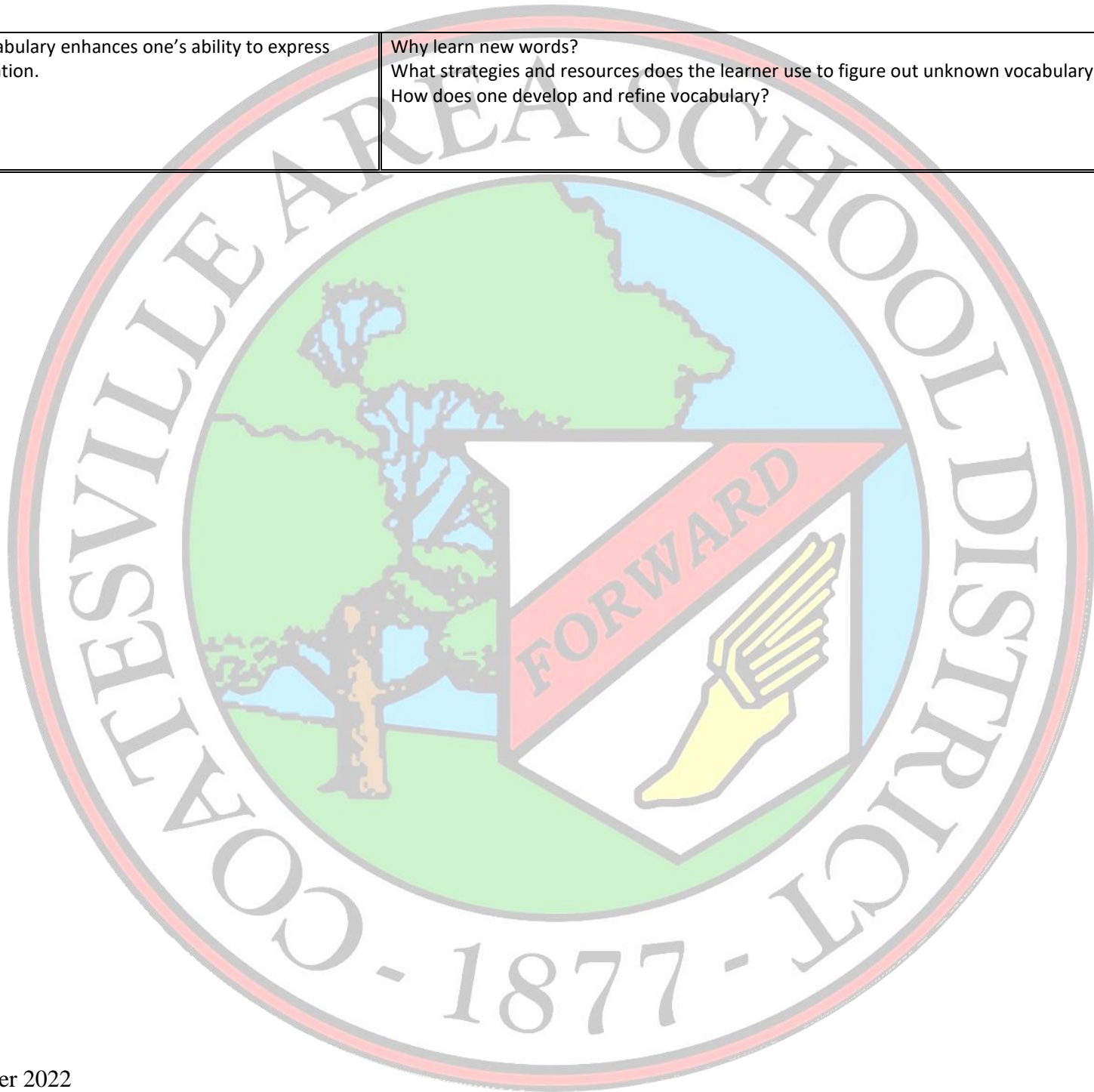
Big Ideas	Essential Questions
Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read?
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?
Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?
Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?
Effective research requires the use of varied resources to gain or expand knowledge.	What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings?
Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience?
Rules of grammar and language conventions support clarity of communications between writers/speakers and 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
CC.1.1.2.D	Phonics and Word Recognition	<ol style="list-style-type: none"> <li>1. Distinguish long and short vowels when reading regularly spelled one syllable words</li> <li>2. Decode two syllable words with long vowels and words with common prefixes and suffixes</li> <li>3. Read grade level high frequency sight words and words with inconsistent but common spelling-sound correspondence</li> <li>4. Read grade appropriate irregularly spelled words</li> <li>5. Know spelling-sound correspondences for additional common vowel teams.</li> </ol>	Open Court Lesson and Unit Assessments; Dictation; Acadience Reading (NWF); Diagnostic Measures (OCR, PSI, etc.)	Prefix Suffix High Frequency Common	Not applicable.	Not applicable.	<p><b>TIER 1:</b> Getting Started, Units 1-6  <b>**</b>(ELD) Open Court English Language Development Kit</p> <p><b>TIER 2:</b> 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><b>TIER 3:</b> 95% Group Materials (Phonics Chip Kit + Phonics Lesson Library); Sounds Sensible; SPIRE, RAVE-O (in conjunction with one of the programs listed above)</p>
CC.1.1.2.D	Fluency	<ol style="list-style-type: none"> <li>1. Read on level text with purpose and understanding with accuracy and fluency</li> <li>2. Read on level text orally with accuracy, appropriate rate, and expression on successive readings</li> <li>3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	Open Court Lesson and Unit Assessments; Fluency Assessments; Teacher Observation/Record; Acadience (ORF)		Not applicable.	Not applicable.	<p><b>TIER 1:</b> Getting Started, Units 1-6</p> <p><b>TIER 2:</b> 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><b>TIER 3:</b> 95% Group Materials (Phonics Chip Kit + Phonics Lesson Library); Sounds Sensible; SPIRE, RAVE-O (in</p>

conjunction with one of the programs listed above)

**Reading Informational Text**

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

CC.1.2.2.E	Text Structure	Use various text features and search tools to locate key facts or information in a text efficiently.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
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CC.1.2.3.F	Vocabulary	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		E03.B-V.4.1.1 E03.B-V.4.1.2	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>** (ELD)</b> Open Court English Language Development Kit <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
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*Integration of Knowledge and Ideas*

CC.1.2.2.G	Diverse Media	Explain how graphic representations contribute to and clarify a text.	Open Court Lesson and Unit Assessments; Teacher		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Getting Started, Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open
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			Observation/ Record				Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.2.H	Evaluating Arguments	Describe how reasons support specific points the author makes in a text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.2.I	Analysis Across Texts	Compare and contrast the most important points presented by two texts on the same topic.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Compare Contrast	Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 2-5 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<i>Key Ideas and Details</i>							
CC.1.2.2.A	Main Idea	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Open Court Lesson and Unit Assessments; Teacher		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Getting Started, Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open

			Observation/ Record				Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.2.B	Text Analysis	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.2.C	Text Analysis	Describe the connection between a series of events, concepts, or steps in a procedure within a text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1, 2, 4, 5 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<i>Range of Reading</i>							
CC.1.2.2.L	Range of Reading	Read and comprehend literary non-fiction and informational text on grade level, reading	Open Court Lesson and Unit Assessments;		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open

		independently and proficiently.	Teacher Observation/ Record				Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<i>Vocabulary Acquisition and Use</i>							
CC.1.2.2.J	Vocabulary Acquisition and Use	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Getting Started, Units 1-6 **(ELD) Open Court English Language Development Kit <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.2.2.K	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 **(ELD) Open Court English Language Development Kit <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources

(Lexia Support for Instruction, PDESAS, etc.)

**Reading Literature**

Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
<i>Craft and Structure</i>							
CC.1.3.2.D	Point of View	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Point of View Dialogue	Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.3.2.E	Text Structure	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Structure Introduction Conclusion Action	Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.3.2.F	Vocabulary	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Rhythm Phrase Meaning	Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Getting Started, Units 1-6 <b>** (ELD)</b> Open Court English Language Development Kit <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide;



							Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<i>Integration of Knowledge</i>							
CC.1.3.2.G	Sources of Information	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Digital Text Plot	Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Getting Started, Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.3.2.H	Text Analysis	Compare and contrast two or more versions of the same story by different authors or from different cultures.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1, 2, 3, 6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<i>Key Ideas and Details</i>							

CC.1.3.2.A	Theme	Recount stories and determine their central message, lesson, or moral.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Moral Recount	Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Getting Started, Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.3.2.B	Text Analysis	Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Why	Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.3.3.C	Literary Elements	Describe how characters in a story respond to major events and challenges.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Respond Challenges	Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)

*Range of Reading*

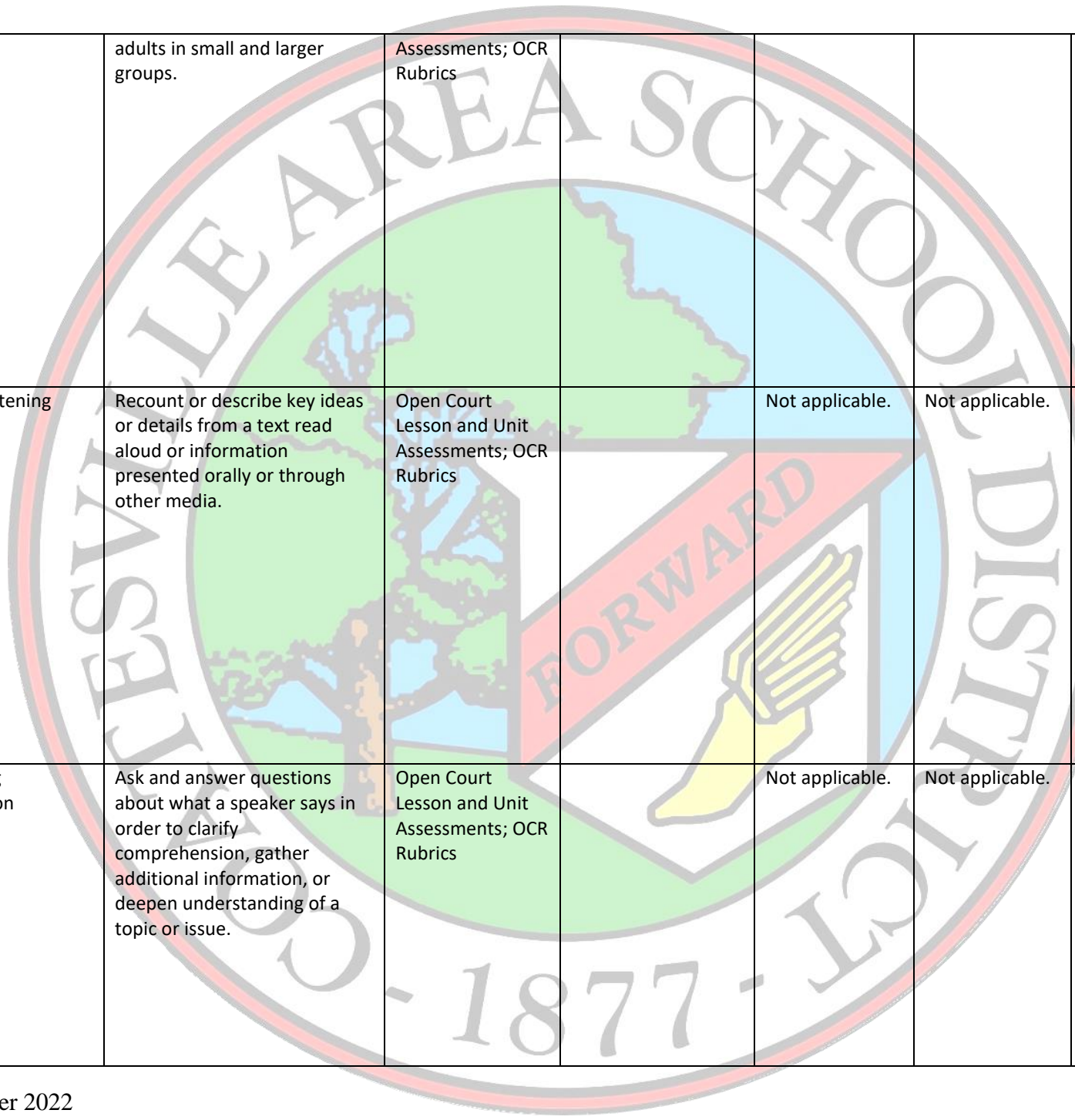
CC.1.3.2.K	Range of Reading	Read and comprehend literature on grade level, reading independently and proficiently.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<i>Vocabulary Acquisition and Use</i>							
CC.1.3.2.I	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing from a range of strategies and tools.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>** (ELD)</b> Open Court English Language Development Kit <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.3.2.J	Vocabulary Acquisition and Use	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Getting Started, Units 1-6 <b>** (ELD)</b> Open Court English Language Development Kit <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open

Writing							
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
CC.1.4.2.B CC.1.4.2.H CC.1.4.2.N	Focus for Writing	<p><u>Informational</u>: Identify and introduce the topic.</p> <p><u>Opinion</u>: Identify the topic and state an opinion.</p> <p><u>Narrative</u>: Establish a situation and introduce a narrator and/or characters.</p>	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		Not applicable.	Not applicable.	<p><b>TIER 1:</b> (Informational) Open Court Units 2, 4, 6; (Opinion) Units 1, 5, 6; (Narrative) Units 3, 5, 6</p> <p><b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p><b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>
CC.1.4.2.C CC.1.4.2.I CC.1.4.2.O	Content for Writing	<p><u>Informational</u>: Develop the topic with facts and/or definitions.</p> <p><u>Opinion</u>: Support the opinion with reasons that include details connected to the opinion.</p> <p><u>Narrative</u>: Include thoughts and feeling to describe experience and events to show the response of characters to situations.</p>	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	Narrator Character	Not applicable.	Not applicable.	<p><b>TIER 1:</b> (Informational) Open Court Units 2, 4, 6; (Opinion) Units 1, 5, 6; (Narrative) Units 3, 5, 6</p> <p><b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p><b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>

<p>CC.1.4.2.D CC.1.4.2.J CC.1.4.2.P</p>	<p>Organization for Writing</p>	<p><u>Informational</u>: Develop the topic with facts and/or definitions <u>Opinion</u>: Create an organizational structure that includes reasons and includes a concluding statement. <u>Narrative</u>: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p>	<p>Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio</p>		<p>Not applicable.</p>	<p>Not applicable.</p>	<p><b>TIER 1:</b> (Informational) Open Court Units 2, 4, 6; (Opinion) Units 1, 5, 6; (Narrative) Units 3, 5, 6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>
<p>CC.1.4.2.E CC.1.4.2.K CC.1.4.2.Q</p>	<p>Writing Style</p>	<p><u>Informational</u>: Choose words and phrases for effect. <u>Opinion</u>: Use a variety of words and phrases to appeal to the audience. <u>Narrative</u>: Choose words and phrases for effect.</p>	<p>Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio</p>		<p>Not applicable.</p>	<p>Not applicable.</p>	<p><b>TIER 1:</b> (Informational) Open Court Units 2, 4, 6; (Opinion) Units 1, 5, 6; (Narrative) Units 3, 5, 6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>
<p>CC.1.4.2.F CC.1.4.2.R</p>	<p>Writing Conventions</p>	<p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio</p>	<p>Apostrophes</p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p><b>TIER 1:</b> Open Court Getting Started, Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>

							<b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.4.2.T	Production and Distribution of Writing	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	Revision Editing	Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Getting Started, Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.4.2.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.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.4.2.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.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)

							<b>TIER 3:</b> 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		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.4.2.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.	<b>TIER 1:</b> Open Court Getting Started, Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<b>Listening &amp; Speaking</b>							
Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
<i>Comprehension and Collaboration</i>							
CC.1.5.2.A	Collaborative Discussion	Participate in collaborative conversations with peers and	Open Court Lesson and Unit		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Getting Started, Units 1-6



		adults in small and larger groups.	Assessments; OCR Rubrics				<p>** (ELD) Open Court English Language Development Kit</p> <p><b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p><b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>
CC.1.5.2.B	Critical Listening	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	<p><b>TIER 1:</b> Open Court Units 1-6</p> <p>** (ELD) Open Court English Language Development Kit</p> <p><b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p><b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>
CC.1.5.2.C	Evaluating Information	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	<p><b>TIER 1:</b> Open Court Units 1-6</p> <p>** (ELD) Open Court English Language Development Kit</p> <p><b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p><b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide;</p>



							Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<i>Conventions of Standard English</i>							
CC.1.5.2.G	Conventions of Standard English	Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>** (ELD)</b> Open Court English Language Development Kit <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<i>Integration of Knowledge</i>							
CC.1.5.2.F	Multimedia	Add drawings or other visual displays to presentations when appropriate to clarify ideas, and feelings.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Getting Started, Units 2, 3, 4, 6 <b>** (ELD)</b> Open Court English Language Development Kit <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
<i>Presentation of Knowledge and Ideas</i>							
CC.1.5.2.D	Purpose, Audience and Task	Tell a story or recount an experience with appropriate facts and relevant, descriptive	Open Court Lesson and Unit Assessments; OCR Rubrics	Recount Relevant detail	Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>** (ELD)</b> Open Court English Language Development Kit

		details, speaking audibly in coherent sentences.					<p><b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p><b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>
CC.1.5.2.E	Context	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	<p><b>TIER 1:</b> Open Court Getting Started, Units 1-6 **(ELD) Open Court English Language Development Kit</p> <p><b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p> <p><b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>