

## English Language Arts Curriculum Framework: Fourth 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
CC1.1.4.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.)	Syllabication Morphology	Not applicable.	Not applicable.	<p><b>TIER 1:</b> Open Court 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>
CC1.1.4.E	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 Reading (ORF)		Not applicable.	Not applicable.	<p><b>TIER 1:</b> Open Court 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
<i>Craft and Structure</i>							
CC.1.2.4.D	Point of View	Compare and contrast an event or topic told from two different points of view.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		E04.B-C.2.1.1	Not applicable.	<b>TIER 1:</b> Open Court Units 2, 3, 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.)
CC.1.2.4.E	Text Structure	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		E04.B-C.2.1.2	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.1.2.4.F	Vocabulary	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		E04.B-V.4.1.1 E04.B-V.4.1.2	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.)
<i>Integration of Knowledge and Ideas</i>							
CC.1.2.4.G	Diverse Media	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Digital Sources	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.1.2.4.H	Evaluating Arguments	Explain how an author uses and evidence to support particular points 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.1.2.4.I	Analysis Across Texts	Integrate information from two texts on the same topic to demonstrate understanding of that topic.	Open Court Lesson and Unit Assessments; Teacher		E04.B-C.3.1.2 E04.B-C.3.1.3	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

			Observation/ Record				(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.1.2.4.A	Main Idea	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Recount	04.B-K.1.1.2	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.1.2.4.B	Text Analysis	Refer to details and examples in text to support what the text says explicitly and make inferences.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Explicit	E04.B-K.1.1.1	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.1.2.4.C	Text Analysis	Explain events, procedures, ideas, or concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		E04.B-K.1.1.3	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>Range of Reading</i>							
CC.1.2.4.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.	<b>TIER 1:</b> Open Court Units 2-6 <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.1.2.4.J	Vocabulary Acquisition and Use	Acquire and use accurately conversational, general academic, and domain-specific words and phrases including those that signal precise actions, emotions, or states of being and that are a particular topic.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		E04.B-V.4.1.1 E04.B-V.4.1.2	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.)
CC.1.2.4.K	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and	Open Court Lesson and Unit Assessments;		E04.B-V.4.1.1	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 **(ELD) Open Court English Language Development Kit



		phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	Teacher Observation/ Record				<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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**Reading Literature**

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

CC.1.3.4.D	Point of View	Compare and contrast an event or topic told from two different points of view.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Compare Contrast Event Topic	E04.A-C.2.1.1	Not applicable.	<b>TIER 1:</b> Open Court Units 1, 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.)
CC.1.3.4.E	Text Structure	Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing and speaking about a text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Poem Drama Prose Elements	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.1.3.4.F	Vocabulary	Determine the meaning of words and phrases as they are used in grade level text, including figurative language.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Figurative Language Simile Metaphor Personification	E04.A-V.4.1.1 E04.A-V.4.1.2	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.1.3.4.G	Sources of Information	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Drama Visual Presentation	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.1.3.4.H	Text Analysis	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of	Open Court Lesson and Unit Assessments; Teacher	Theme	E04.A-C.3.1.1	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide;



		events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Observation/Record				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.1.3.4.A	Theme	Determine a theme of a text from details in the text; summarize the text.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Theme Summarize	04.A-K.1.1.2	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.1.3.4.B	Text Analysis	Cite relevant details from text to support what the text says explicitly and make inferences.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Cite Relevant Explicitly	E04.A-K.1.1.1	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.1.3.4.C	Literary Elements	Describe in depth a character, setting, or event in a story or	Open Court Lesson and Unit Assessments;	Drama	E04.A-K.1.1.3	Not applicable.	<b>TIER 1:</b> Open Court Getting Started, Units 1-6

		drama, drawing on specific details in the text.	Teacher Observation/ Record				<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.1.3.4.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.	<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.)
<i>Vocabulary Acquisition and Use</i>							
CC.1.3.4.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		E04.A-V.4.1.1	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.)
CC.1.3.4.J	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		E04.A-V.4.1.1 E04.A-V.4.1.2	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.)

### Writing

Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
CC.1.4.4.B CC.1.4.4.H CC.1.4.4.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		E.04.C.1.2.1 E.04.E.1.1.1 E.04.C.1.1.1 E.04.E.1.1.1	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.1.4.4.C CC.1.4.4.I CC.1.4.4.O	Content for Writing	<u>Informational:</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and	Open Court Lesson and Unit Assessments; OCR		E.04.C.1.2.1 E.04.E.1.1.2 E.04.C.1.1.2 E.04.E.1.1.2	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide;



		<p>examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p><u>Opinion:</u> Provide reasons that are supported by facts and details.</p> <p><u>Narrative:</u> Use dialogue and descriptions 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>	Rubrics; Student Portfolio			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>CC.1.4.4.D CC.1.4.4.J CC.1.4.4.P</p>	Organization for Writing	<p><u>Informational:</u> Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; 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 and linked in a logical order with a concluding statement or section related to the opinion.</p> <p><u>Narrative:</u> Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p>	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	<p>E.04.C.1.2.1 E.04.C.1.2.3 E.04.C.1.2.5 E.04.E.1.1.1 E.04.E.1.1.3 E.04.E.1.1.5 E.04.C.1.1.1 E.04.C.1.1.3 E.04.C.1.1.4</p>	Not applicable.	<p><b>TIER 1:</b> Open Court 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.)</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.1.4.4.E CC.1.4.4.K CC.1.4.4.Q</p>	<p>Writing Style</p>	<p><u>Informational</u>: Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Opinion and Narrative</u>: Choose words and phrases to convey ideas precisely.</p>	<p>Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio</p>		<p>E.04.C.1.2.4 E.04.D.2.1.1 E.04.D.2.1.2 E.04.D.2.1.3 E.04.E.1.1.4 E.04.C.1.3.4</p>	<p>Not applicable.</p>	<p><b>TIER 1:</b> Open Court Units 1-3 <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.1.4.4.R CC.1.4.4.L CC.1.4.4.J</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>Quotations Relative pronouns Progressive verb tense Modal auxiliaries Prepositional phrases Fragments Run-ons Antecedents Coordinating conjunction Compound sentence</p>	<p>E.04.D.1.1.1 E.04.D.1.1.2 E.04.D.1.1.3 E.04.D.1.1.4 E.04.D.1.1.5 E.04.D.1.1.6 E.04.D.1.1.7 E.04.D.1.1.8 E.04.D.1.2.1 E.04.D.1.2.2 E.04.D.1.2.3 E.04.D.1.2.4</p>	<p>Not applicable.</p>	<p><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.)</p>
<p>CC.1.4.4.B CC.1.4.4.C CC.1.4.4.D CC.1.4.4.E CC.1.4.4.H CC.1.4.4.I CC.1.4.4.J CC.1.4.4.K CC.1.4.4.S</p>	<p>Response to Literature</p>	<p>Draw evidence from text to support analysis, reflection, and research.</p>			<p>E04.E.1.1.1 E04.E.1.1.2 E04.E.1.1.3 E04.E.1.1.4 E04.E.1.1.5</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.) <b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)</p>



CC.1.4.4.T	Production and Distribution of Writing	With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	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.1.4.4.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 one page in a single sitting.	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.1.4.4.V	Conducting Research	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 2-6 <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.1.4.4.W	Credibility, Reliability, and	Recall relevant information from experiences or gather	Open Court Lesson and Unit		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6



	Validity of Sources	relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Assessments; OCR Rubrics; Student Portfolio				<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.1.4.4.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.1.5.4.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.	<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.)
CC.1.5.4.B	Critical Listening	Paraphrase portions of a 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.	<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.)
CC.1.5.4.C	Evaluating Information	Identify the reasons and evidence a speaker provides to support particular points.	Open Court Lesson and Unit Assessments; OCR Rubrics		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.)
<i>Conventions of Standard English</i>							
CC.1.5.4.G	Conventions of Standard English	Demonstrate command of the conventions of standard	Open Court Lesson and Unit		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6

		English when speaking based on grade 4 level and content.	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>
<i>Integration of Knowledge</i>							
CC.1.5.4.F	Multimedia	Add audio recordings and visual displays to 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><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>
<i>Presentation of Knowledge and Ideas</i>							
CC.1.5.4.D	Purpose, Audience and Task	Report on a topic or text, tell a story, or recount an experience in an organized manner, 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		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>



							<b>TIER 3:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources (Lexia Support for Instruction, PDESAS, etc.)
CC.1.5.4.E	Context	Differentiate between contexts that require formal English versus informal situations.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6 <b>**</b> (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.)

