

## English Language Arts Curriculum Framework: Third Grade

### Long Term Transfer Goals

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

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

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

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

## Foundational Skills

Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
CC.1.1.3.D	Phonics and Word Recognition	<ol style="list-style-type: none"> <li>1. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>2. Decode words with common Latin suffixes</li> <li>3. Decode multi-syllable words</li> <li>4. Read grade appropriate irregularly spelled words.</li> </ol>	Open Court Lesson and Unit Assessments; Dictation; Acadience Reading (ORF); Diagnostic Measures (OCR, PSI, etc.)	Multi-Syllable Root Word	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>
CC.1.1.3.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.1.2.3.D	Point of View	Explain the point of view of the author.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Point of View Firsthand account Secondhand account	E03.B-C.2.1.1	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.1.2.3.E	Text Structure	Use text features and search tools to locate and interpret information.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Chronology Comparison Cause/Effect Problem/Solution	E03.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.1.2.3.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 **(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.1.2.3.G	Diverse Media	Use information gained from text features to demonstrate understanding of a text.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Text Features	Not applicable.	Not applicable.	<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.1.2.3.H	Evaluating Arguments	Describe how an author connects sentences and paragraphs in a text to support particular points.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		E03.B-C.3.1.1	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.1.2.3.I	Analysis Across Texts	Compare and contrast the most important points and key details presented in two texts on the same topic.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Compare Contrast	E03.B-C.3.1.2	Not applicable.	<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>Key Ideas and Details</i>							
CC.1.2.3.A	Main Idea	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Recount	E03.B-K.1.1.2	Not applicable.	<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.1.2.3.B	Text Analysis	Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Inferences	E03.B-K.1.1.1	Not applicable.	<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.1.2.3.C	Text Analysis	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that	Open Court Lesson and Unit Assessments; Teacher	Sequence	E03.B-K.1.1.3	Not applicable.	<b>TIER 1:</b> Open Court Getting Started, Units 1-6 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide;

		pertains to time, sequence and cause and effect.	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>Range of Reading</i>							
CC.1.2.3.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	Informational Text	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.1.2.3.J	Vocabulary Acquisition and Use	Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	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 **(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.1.2.3.K	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and	Open Court Lesson and Unit		E03.B-V.4.1.1	Not applicable.	<b>TIER 1:</b> Open Court Units 1-6

		multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	Assessments; Teacher Observation/ Record				** (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.)
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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.1.3.3.D	Point of View	Explain the point of view of the author.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		E03.A-C.2.1.1	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.1.3.3.E	Text Structure	Refer to parts of text when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Chapter Scene Stanza	Not applicable.	Not applicable.	<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.F	Vocabulary	Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Connotation Denotation Literal Non-literal	E03.A-V.4.1.1 E03.A-V.4.1.2	Not applicable.	<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</i>							
CC.1.3.3.G	Sources of Information	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story, including mood, character traits, or setting.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Mood Character Traits	Not applicable.	Not applicable.	<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.1.3.3.H	Text Analysis	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or	Open Court Lesson and Unit Assessments; Teacher	Theme	E03.A-C.3.1.1	Not applicable.	<b>TIER 1:</b> Open Court Unit 4 <b>TIER 2:</b> Open Court Intervention Guide; Open Court ESL Guide; Supplemental Resources



		similar characters (e.g., books in a series).	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.1.3.3.A	Theme	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Convey Literary	E03.A-K.1.1.2	Not applicable.	<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.B	Text Analysis	Ask and answer questions about the text and make inferences from text, referring to text to support responses.	Open Court Lesson and Unit Assessments; Teacher Observation/Record	Infer Inferences Support	E03.A-K.1.1.1	Not applicable.	<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.1.3.3.C	Literary Elements	Describe characters in a story and explain how their actions contribute to the sequence of events.	Open Court Lesson and Unit Assessments; Teacher		E03.A-K.1.1.3	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;

			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>Range of Reading</i>							
CC.1.3.3.K	Range of Reading	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record	Literary fiction	Not applicable.	Not applicable.	<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.1.3.3.I	Strategies	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing flexibly from a range of strategies and tools.	Open Court Lesson and Unit Assessments; Teacher Observation/ Record		E03.A-V.4.1.1	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.1.3.3.J	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Open Court Lesson and Unit Assessments; Teacher Observation/Record		E03.A-V.4.1.1 E03.A-V.4.1.2	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.)
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### Writing

Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
CC.1.4.3.B CC.1.4.3.H CC.1.4.3.N	Focus for Writing	<u>Informational:</u> Identify and introduce the topic. <u>Opinion:</u> Introduce the topic and state an opinion on the topic. <u>Narrative:</u> Establish a situation and introduce a narrator and/or characters.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		E03.C.1.2.1 E03.C.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.1.4.3.C CC.1.4.3.I CC.1.4.3.O	Content for Writing	<u>Informational:</u> Develop the topic with facts, definitions, details, and illustrations, as appropriate. <u>Opinion:</u> Support an opinion with reasons.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio	Dialogue	E03.C.1.2.2 E03.E.1.1.2 E03.C.1.1.2 E03.C.1.3.2	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

		<u>Narrative</u> : Establish a situation and introduce a narrator and/or characters.					(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.1.4.3.D CC.1.4.3.J CC.1.4.3.P	Organization for Writing	<u>Informational</u> : Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. <u>Opinion</u> : Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. <u>Narrative</u> : Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		E03.C.1.2.1 E03.C.1.2.3 E03.C.1.2.4 E03.C.1.1.1 E03.C.1.1.3 E03.C.1.1.4 E03.C.1.3.1 E03.C.1.3.3 E03.C.1.3.4	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.1.4.3.E CC.1.4.3.K CC.1.4.3.Q	Writing Style	<u>Opinion</u> : Use a variety of words and sentence types to appeal to the audience. <u>Informational and Narrative</u> : Choose words and phrases for effect.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		E03.D.2.1.1 E03.D.1.1.9 E03.D.2.1.1	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.1.4.3.F CC.1.4.3.L	Writing Conventions	Demonstrate a grade appropriate command of the	Open Court Lesson and Unit	Abstract nouns Regular verbs	E03.D.1.1.1 E03.D.1.1.2	Not applicable.	<b>TIER 1</b> : Open Court Getting Started, Units 1-6

CC.1.4.3.R		conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Assessments; OCR Rubrics; Student Portfolio	Irregular verbs Antecedents Comparative adjectives Superlative adjectives Comparative adverbs Superlative adverbs Coordinating conjunctions Subordinating conjunctions Simple sentences Compound sentences Complex sentences	E03.D.1.1.3 E03.D.1.1.4 E03.D.1.1.5 E03.D.1.1.6 E03.D.1.1.7 E03.D.1.1.8 E03.D.1.1.9 E03.D.1.2.1 E03.D.1.2.2 E03.D.1.2.3 E03.D.1.2.4 E03.D.1.2.5 E03.D.1.2.6		<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.1.4.3.S CC.1.2.3.G. CC.1.2.3.H. CC.1.2.3.I.	Response to Literature	Draw evidence from text to support analysis, reflection, and research.			Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1, 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.1.4.3.T	Production and Distribution of Writing	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.1.4.3.U	Technology and Publication	Use technology to produce and publish writing.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court nits 4, 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.1.4.3.V	Conducting Research	Conduct short research projects.	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.1.4.2.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.1.4.3.X	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Open Court Lesson and Unit Assessments; OCR Rubrics; Student Portfolio		Not applicable.	Not applicable.	<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.)

**Listening & Speaking**

Standard	Concepts	Competencies	Assessment	Vocabulary	Eligible Content	Alternate Eligible Content	Resources
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*Comprehension and Collaboration*

CC.1.5.3.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 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.)
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CC.1.5.3.B	Critical Listening	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media 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 <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.1.5.3.C	Evaluating Information	Ask and answer questions about information from a speaker, offering appropriate detail.	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>Conventions of Standard English</i>							
CC.1.5.3.G	Conventions of Standard English	Demonstrate command of the conventions of standard English when speaking based on grade 3 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.1.5.3.F	Multimedia	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Open Court Lesson and Unit Assessments; OCR Rubrics		Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 1, 2, 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>Presentation of Knowledge and Ideas</i>							
CC.1.5.3.D	Purpose, Audience and Task	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	Open Court Lesson and Unit Assessments; OCR Rubrics	Volume Pacing	Not applicable.	Not applicable.	<b>TIER 1:</b> Open Court Units 2, 3, 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.)

C.1.5.3.E	Context	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Open Court Lesson and Unit Assessments; OCR Rubrics	Task Clarification	Not applicable.	Not applicable.	<p><b>TIER 1:</b> Open Court Units 1, 2, 6  <b>** (ELD)</b> 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>
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