



JC Schools Tech Reading I Yearly ELA Standards

Overarching Standards (Taught in all units)

3.R.1.A.d

Develop and demonstrate reading skills in response to text by:

- d. monitoring comprehension and making corrections and adjustments when understanding breaks down

3.R.1.D.a,b

Read independently for multiple purposes over sustained periods of time by:

- a. reading text that is developmentally appropriate
- b. producing evidence of reading

3.RF.4.A.a

Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension

- a. use context to confirm or self-correct word recognition and understanding, rereading as necessary

3.W.1.A.a

Follow a writing process to plan a first draft by:

- a. using a simple prewriting strategy when given the purpose and the intended audience

3.W.1.B.a-d

Appropriate to genre type, develop a draft from prewriting by:

- a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory
- b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
- c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
- d. addressing an appropriate audience

3.W.1.C.a,b

Reread, revise, and edit drafts with assistance from adults/peers to:

- a. develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

b. edit for language conventions

3.W.1.D.a

With assistance from adults/peers:

a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others

3.L.1.B.a

In written text:

a. write legibly (print, cursive)

3.SL.2.A.a

Develop and apply effective listening skills and strategies in formal and informal settings by:

a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations

Unit	<u>Tech Reading I</u> 3rd Grade Priority Standards	Small Group & Conferencing Focus
Unit 1 Narrative 60 Days	<p>3.R.1.A.b Develop and demonstrate reading skills in response to text by: b. drawing conclusions and support with textual evidence (Aligns with 9-10.RL.1.A.a)</p> <p>3.R.1.B.b Develop an understanding of vocabulary by: b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words (Aligns with 9-10.RL.1.B)</p> <p>3.R.2.A.d Read, infer, analyze, and draw conclusions to: d. paraphrase the big idea/themes and supporting details of texts (Aligns with 9-10.RL.1.D)</p> <p>3.W.2.C.a,c,d Write fiction or nonfiction narratives and poems that:</p>	<p>3.RF.A.a,c,e,f Develop phonics in the reading process by: a. decoding multisyllabic words in context and independent of context by applying common spelling patterns c. using the meaning of common prefixes and suffixes e. decoding known and unknown words by spelling patterns f. reading irregularly spelled high frequency words</p> <p>5.R.1.A.c Develop and demonstrate reading skills in response to text by: c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p>

	<p>a. establish a setting and situation/topic and introduce a narrator and/or characters</p> <p>c. establish and organize an event sequence to establish a beginning/middle/ end</p> <p>d. use transition words and phrases to signal event order</p> <p>3.L.1.A.c,f In speech and written form, apply standard English grammar to:</p> <p>c. use complete subject and complete predicate in a sentence</p> <p>f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</p> <p>2.L.1.A.g In speech and written form, apply standard English grammar to:</p> <p>g. use adjectives and adverbs in sentences</p>	
<p>Unit 2</p> <p>Informative</p> <p>55 Days</p>	<p>3.R.1.A.b Develop and demonstrate reading skills in response to text by:</p> <p>b. drawing conclusions and support with textual evidence (Aligns with 9-10.RL.1.A.a)</p> <p>3.R.1.B.b Develop an understanding of vocabulary by:</p> <p>b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words (Aligns with 9-10.RI.1.B)</p> <p>3.R.3.A.b,c Read, infer, and draw conclusions to:</p> <p>b. identify the details or facts that support the main idea</p> <p>c. use text features and graphic features to locate information and to make and verify predictions</p> <p>3.W.2.B.a,b,e,f Write informative/ explanatory texts that:</p> <p>a. introduce a topic or text being studied</p> <p>b. develop the topic with simple facts, definitions, details, and explanations</p>	<p>3.RF.A.a,c,e,f Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</p> <p>c. using the meaning of common prefixes and suffixes</p> <p>e. decoding known and unknown words by spelling patterns</p> <p>f. reading irregularly spelled high frequency words</p> <p>5.R.1.A.c Develop and demonstrate reading skills in response to text by:</p> <p>c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p>Conferencing: Review previously taught narrative skills</p> <ul style="list-style-type: none"> • Inferring

	<p>e. use transition words to connect ideas within categories of information</p> <p>f. create a concluding statement or paragraph</p> <p>3.L.1.A.c,f In speech and written form, apply standard English grammar to:</p> <p>c. use complete subject and complete predicate in a sentence</p> <p>f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</p> <p>2.L.1.A.g In speech and written form, apply standard English grammar to:</p> <p>g. use adjectives and adverbs in sentences</p>	<ul style="list-style-type: none"> ● Drawing conclusions ● Using context clues ● Figurative language meaning ● Character analysis ● Theme
<p>Unit 3</p> <p>Argumentative</p> <p>48 Days</p>	<p>3.R.1.A.b Develop and demonstrate reading skills in response to text by:</p> <p>b. drawing conclusions and support with textual evidence (Aligns with 9-10.RI.1.A.a)</p> <p>5.R.3.B.f Read, infer, and draw conclusions to:</p> <p>f. explain the type of evidence used to support a claim in a persuasive text</p> <p>3.W.2.A.a,b,f,g Write opinion texts that:</p> <p>a. introduce a topic or text being studied, using connected sentences</p> <p>b. state an opinion or establish a position and provide reasons for the opinion/position</p> <p>f. use transitions to connect opinion and reason</p> <p>g. provide clear evidence of a beginning, middle, and, concluding statement or paragraph</p> <p>3.L.1.A.c,f In speech and written form, apply standard English grammar to:</p> <p>c. use complete subject and complete predicate in a sentence</p> <p>f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</p>	<p>3.RF.A.a,c,e,f Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</p> <p>c. using the meaning of common prefixes and suffixes</p> <p>e. decoding known and unknown words by spelling patterns</p> <p>f. reading irregularly spelled high frequency words</p> <p>5.R.1.A.c Develop and demonstrate reading skills in response to text by:</p> <p>c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p>Conferencing: Review previously taught narrative skills</p> <ul style="list-style-type: none"> ● Inferring ● Drawing conclusions ● Using context clues

2.L.1.A.g

In speech and written form, apply standard English grammar to:
g. use adjectives and adverbs in sentences

- Figurative language meaning
- Character analysis
- Theme