JC Schools Tech Reading II Yearly ELA Standards

Overarching Standards (Taught in all units)

5.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

5.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

5.W.1.A.a-d
Follow a writing process to plan a first draft by:
a. selecting a genre appropriate for conveying the purpose to an intended audience
b. formulating questions related to the topic
c. accessing prior knowledge or building background knowledge related to the topic
d. using a prewriting strategy

5.W.1.B.a-e
Appropriate to genre type, develop a draft from prewriting by:
a. choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre
b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
d. restating the overall main idea in the concluding statement
e. addressing an appropriate audience, organization, and purpose

5.W.1.C.a,b
Reread, revise, and edit drafts with assistance to:

a. develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
b. edit for language conventions

5.W.1.D.a,b
With assistance from adults/peers:
a. use technology, including the Internet, to produce and publish writing
b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting

5.L.1.B.a
In written text:
a. write legibly

5.SL.2.A.a
Develop and apply effective listening skills and strategies in formal and informal setting by:
a. evaluating and modifying own active listening skills

Unit	Tech Reading II 5th Grade Priority Standards	Small Group Focus
Unit 1 Narrative 60 Days	**5.R.1.A.b** Develop and demonstrate reading skills in response to text by: b. drawing conclusions by **providing** textual evidence of what the text says explicitly as well as inferences drawn from the text (Aligns with **9-10.RL.1.A.a**) **5.R.1.B.b,d** Develop an understanding of vocabulary by: b. using context to determine meaning of unfamiliar or multiple-meaning words d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text (Aligns with **9-10.RL.1.B**)	**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 **5.RF.3.A.a** Develop phonics in the reading process by: a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context

	5.R.2.A.a,b Read, infer, analyze, and draw conclusions: a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts b. explain the theme or moral lesson, conflict, and resolution in a story or novel (Aligns with **9-10.RL.1.D**) **5.W.2.C.a,c,d** Write fiction or nonfiction narratives and ~~poems~~ that: a. establish a setting and situation/topic and introduce a narrator and/or characters c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end d. use a variety of transitions to manage the sequence of events **5.L.1.A.a** In speech and written form, apply standard English grammar to: a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection	
Unit 2 Informative 55 Days	**5.R.1.A.b** (4 Questions, 5,6, 7A&B) Develop and demonstrate reading skills in response to text by: b. drawing conclusions by **providing** textual evidence of what the text says explicitly as well as inferences drawn from the text (Aligns with **9-10.RI.1.A.a**) **5.R.1.B.a,b** Develop an understanding of vocabulary by: a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context b. using context to determine meaning of unfamiliar or multiple-meaning words (Aligns with **9-10.RI.1.B)** ● **2 Questions: 1 A & B**	**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 **5.RF.3.A.a** Develop phonics in the reading process by: a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context b. reading root words, prefixes, suffixes, and important words from all specific content curricula

	5.R.1.C.a (1 Questions with 5 parts: 8) Compare, contrast, and analyze relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) (Aligns with **9-10.RL.1.A & 9-10.RI.1.A**) **3.R.3.A.b** Read, infer, and draw conclusions to: b. identify the details or facts that support the main idea *This 3rd grade standard is included to support main idea.* **5.W.2.B.a-c,f,h** Write informative/ explanatory texts that: a. introduce a topic using a topic sentence in an introductory paragraph b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations c. use an organizational format that suits the topic f. use transition words to connect ideas within and across categories of information h. create a concluding paragraph related to the information	**Conferencing:** Review previously taught narrative skills ● Inferring ● Drawing conclusions ● Using context clues ● Figurative language meaning ● Character analysis ● Theme
Unit 3 Argumentative 48 Days	**5.R.1.A.b** Develop and demonstrate reading skills in response to text by: b. drawing conclusions by **providing** textual evidence of what the text says explicitly as well as inferences drawn from the text (Aligns with **9-10.RI.1.A.a**) **6.RI.2.D** Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not (Aligns with **9-10.RI.2.D**) **5.W.2.A.a,b,f,g** Write opinion texts that: a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details	**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 **5.RF.3.A.a** Develop phonics in the reading process by: a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context b. reading root words, prefixes, suffixes, and important words from all specific content curricula **Conferencing:**

	f. use transitions to connect opinion and reason g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	Review previously taught narrative skills ● Inferring ● Drawing conclusions ● Using context clues ● Figurative language meaning ● Character analysis ● Theme