

Philosophy:

We believe in a balanced literacy program with a developmentally appropriate scope and sequence that values student choice and enables them to think critically about texts and the world around them. This approach integrates technology and is built on a strong foundation in the areas of phonemic awareness, phonics, vocabulary, comprehension and fluency.

Core Resource:

Units of Study Reading and Writing
Fountas and Pinnel Guided Reading

Course Essential Standards

1. I can ask and answer questions in fictional and informational texts. **RL/I.3.1**
2. I can describe characters in a story. **RL.3.3**
3. I can identify the main idea and key details in an informational text. **RI.3.2**
4. I can read and comprehend fictional and informational texts. **RL/I.3.10**
5. I can read accurately and fluently at grade level. **RF.3.4**
6. I can come to groups prepared and actively and appropriately participate. **SL.3.3**
7. I can present on a topic in a clear and understandable way. **SL.3.4**
8. I can write an opinion piece. **W.3.1**
9. I can write an informative piece. **W.3.2**
10. I can write a narrative piece. **W.3.3**
11. I can capitalize, punctuate, and spell words correctly when writing. **L.3.2**

Scope and Sequence - Reading

Unit: Building a Reading Life		
Lessons	Instructional Topics	Standards
Bend 1: Making a Reading Life	<ol style="list-style-type: none"> 1. Building a Powerful Reading Life 2. Reading As If Books Are Gold 3. Finding Within-Reach Books, and Reading Tons of Them 4. Setting Goals and Tracking Progress 5. Setting Up Systems to Find and Share Books 6. Reading in the Company of Partners 	<ol style="list-style-type: none"> 1. RF.3.3, RF.3.4, RL.3.10, RI.3.10, RL.3.1, RL.3.2, RL.3.6, RL.3.7, RI.3.1, RI.3.2, RI.3.6
Bend 2: Understanding the Story	<ol style="list-style-type: none"> 1. Readers Check for Comprehension 2. Follow Textual Cues as You Read: Shift between Envisioning and Assembling Facts 3. Prediction 4. Making High-Level Predictions 5. Retelling Stories 6. Readers Decide How to Lift the Level of Their Reading and Recruit Partners to Support Them 	<ol style="list-style-type: none"> 1. RF.3.3, RF.3.4, RL.3.1, RL.3.3, RL.3.5, RL.3.10, RL.3.2
Bend 3: Tackling More Challenging Texts	<ol style="list-style-type: none"> 1. Tackling Complex Texts Takes Gifts 2. Figuring Out Hard Words 3. Using Textual Clues to Figure Out the Meaning of Unfamiliar Words 4. Making Sense of Figurative Language 5. Talking Back to the Text 6. Raising the Level of Questions to Unearth Deeper Meaning: Considering Author's Purpose 	<ol style="list-style-type: none"> 1. RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10
Unit: Reading to Learn: Grasping Main Ideas and Text Structures		
Lessons	Instructional Topics	Standards
Bend 1: Determining Importance in Expository Texts	<ol style="list-style-type: none"> 1. Previewing Nonfiction 2. Looking for Structure within a Nonfiction Text 3. Grasping Main Ideas in Nonfiction Texts 4. Becoming Experts and Teaching Others from Nonfiction Texts 5. Tackling Complexity 6. Getting Better Requires Clear Goals and Deliberate Work: Learning Progressions 	<ol style="list-style-type: none"> 1. RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.10, RF.3.4

Bend 2: Lifting the Level of Thinking about Expository Texts	<ol style="list-style-type: none"> 1. Reading for Significance: Approaching Nonfiction Reading as a Learner 2. Reading Differently because of Conversations 3. Distinguishing Your Own Opinion from That of the Author 4. Lifting the Level of Students' Talk 	<ol style="list-style-type: none"> 1. RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8
Bend 3: Synthesizing and Growing Ideas in Narrative Nonfiction	<ol style="list-style-type: none"> 1. Using Text Structure to Hold On to Meaning in Narrative Nonfiction 2. Summarizing Narrative Nonfiction 3. Tackling Hard Words that Complicate Meaning 4. Reading Biographies through Different Lenses 5. Seeking Underlying Ideas in True Stories 6. Bringing Your Narrative Nonfiction Lenses to a Broader Range of Texts 7. Identifying When a Text Is Hybrid Nonfiction and Adjusting Accordingly 8. Becoming Your Own Reading Coach 9. A Celebration 	<ol style="list-style-type: none"> 1. RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.10, RI.3.1, RI.3.2, RI.3.3, RI.3.8, RI.3.10
Unit: Character Studies		
Lessons	Instructional Topics	Standards
Bend 1: Getting to Know a Character as a Friend	<ol style="list-style-type: none"> 1. Readers Notice How a New Character Talks and Acts 2. From Observations to Ideas: Readers Think "What Is My Character Life?" 3. Noticing Patterns, Seeing More: Growing Theories about a Character 4. Growing Bigger Theories about a Character: Asking Why 5. Using Theories about Characters to Predict 6. Taking Stock and Self-Assessing: Looking at Checklists, Noticing Strengths and Weaknesses, and Making New Reading Goals 	<ol style="list-style-type: none"> 1. RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.9, RL.3.10, RF.3.3, RF.3.4
Bend 2: Following a Character's Journey	<ol style="list-style-type: none"> 1. Stories Are Shaped Like a Mountain: Readers Watch Characters Go Up - and Down 2. Readers Expect Characters to Face - and React to - Trouble 3. Readers Notice the Roles of Secondary Characters Play in the Main Character's Journey 	<ol style="list-style-type: none"> 1. RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.10

	<ol style="list-style-type: none"> 4. Noticing the Roles Illustrations Play in a Story 5. Readers Pay Close Attention to the Climax of a Story, Noticing How the Main Character Is Tested 6. Readers Notice How a Character Resolves Big Trouble 7. Readers Learn Lessons Alongside Their Characters 8. Lingering with a Story after It's Done: Looking Back to Analyze Author's Craft 	
Bend 3: Sharing Opinions with the World	<ol style="list-style-type: none"> 1. Comparing Characters: Noticing Similarities and Differences 2. Readers Compare the Problems Characters Face - and Their Reactions 3. Readers Ask, "What Makes You Say That?" Engaging in Text-Based Mini-Arguments about Characters 4. Comparing and Contrasting the Lessons Characters Learn 5. Celebration 	1. RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.9, RL.3.10
Unit: Research Clubs: Elephants, Penguins, and Frogs, Oh My!		
Lessons	Instructional Topics	Standards
Bend 1: Researching a Topic	<ol style="list-style-type: none"> 1. Revving Up for a Research Project: Readers Orient Themselves to a Text Set 2. Cross-Text Synthesis 3. Using the Lingo of Experts 4. Zeal Matters: Pursuing Collaborative Inquiries with Commitment 5. Growing Ideas about Nonfiction 6. Researchers Ask Questions 	1. RF.3.3, RF.3.4, RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.7, RI.3.10, RI.3.9, RL.3.4
Bend 2: A Second Cycle of Research	<ol style="list-style-type: none"> 1. Planning a Second Study 2. Reading with Volume and Frequency 3. Readers Notice Text Structures and Use Them to Organize Their Learning 4. Compare and Contrast 5. Cause and Effect 6. Reading Closely, Thinking Deeply 	1. RI.3.1, RI.3.2, RI.3.6, RI.3.8, RI.3.9, RI.3.10, RF.3.4, RI.3.7, RI.3.5, RI.3.4, RF.3.3
Bend 3: Synthesizing, Comparing, and Contrasting	<ol style="list-style-type: none"> 1. Experts Widen Their Field of Focus and See Patterns 2. Asking Questions, Growing Big Ideas 3. Pursuing Questions 4. Developing Evidence-Based 	1. RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.9, RF.3.3, RF.3.4

	<p>Theories</p> <ol style="list-style-type: none">5. Adding to Theories by Researching Big-Picture Concepts6. Learning to Apply the Knowledge Readers Develop through Their Research7. Finding Solutions to Real-World Problems: A Celebration	
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Scope and Sequence - Writing

Unit: Crafting True Stories		
Lessons	Instructional Topics	Standards
Bend 1: Writing Personal Narratives with Independence	<ol style="list-style-type: none"> Starting the Writing Workshop: Visualizing Possibilities Finding Ideas and Writing Up a Storm Drawing on a Repertoire of Strategies: Writing with Independence Writers Use a Storyteller’s Voice. They Tell Stories, Not Summaries Taking Stock: Pausing to Ask, “How Am I Doing?” Editing as We Go: Making Sure Others Can Read Our Writing 	<ol style="list-style-type: none"> W.3.5, W.3.8, W.3.10, W.3.3.a,b, W.3.4
Bend 2: Becoming a Storyteller on the Page	<ol style="list-style-type: none"> Rehearsing: Storytelling and Leads Writing Discovery Drafts Revising by Studying What Other Authors Have Done Storytellers Develop the Heart of a Story Paragraphing to Support Sequencing, Dialogue, and Elaboration 	<ol style="list-style-type: none"> W.3.5, W.3.8, W.4.3.a, W.3.3.a, W.3.4, W.3.10, W.3.5
Bend 3: Writing with New Independence on a Second Piece	<ol style="list-style-type: none"> Becoming One’s Own Job Captain: Starting a Second Piece, Working with New Independence Revision Happens throughout the Writing Process Drafting: Writing from Inside a Memory Revision: Balancing Kinds of Details Commas and Quotation Marks: Punctuating Dialogue 	<ol style="list-style-type: none"> W.3.3.a,b,c, W.3.4, W.3.8, W.3.10, W.3.5,
Bend 4: Fixing Up and Fancying Up Our Best Work: Revision and Editing	<ol style="list-style-type: none"> Writers Revise in Big, Important Ways Revising Endings: Learning from Published Writing Using Editing Checklists Publishing: A Writing Community Celebrates 	<ol style="list-style-type: none"> W.3.3.a,b,c, W.3.5, W.3.10, W.3.4
Unit: Changing the World: Persuasive Speeches, Petitions, and Editorials		
Lessons	Instructional Topics	Standards
Bend 1: Launching Work on Persuasive Speeches	<ol style="list-style-type: none"> Practicing Persuasion Gathering Brave, Bold Opinions for 	<ol style="list-style-type: none"> W.3.1a,b, W.3.5, W.3.10

	<p>Persuasive Writing</p> <ol style="list-style-type: none"> 3. Drawing on a Repertoire of Strategies for Generating Opinion Writing: Writing with Independence 4. Considering Audience to Say More 5. Editing as You Go: Making Sure Your Audience Can Always Read Your Drafts 6. Taking Stock and Setting Goals 	
Bend 2: Raising the Level of Persuasive Writing	<ol style="list-style-type: none"> 1. Gathering All You Know about Your Opinion 2. Organizing and Categorizing 3. For Example: Proving by Showing 4. By Considering Audience, Writers Select and Discard Material 5. Paragraphing to Organize Our Drafts 6. Choosing Words that Sound Right and Evoke Emotion 7. Looking Back and Looking Forward: Assessing and Preparing for Mini-Publication 	<ol style="list-style-type: none"> 1. W.3.1.a,b, W.3.7, W.3.8, W.3.5, W.3.4, W.3.2.c, W.3.3.c, W.3.4, W.3.6
Bend 3: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters	<ol style="list-style-type: none"> 1. Inquiry into Petitions 2. Becoming Your Own Job Captain 3. Gathering a Variety of Evidence: Interviews and Surveys 4. Revising Your Introductions and Conclusions to Get Your Audience to Care 5. Taking Stock Again: Goal Setting with More Independence 	<ol style="list-style-type: none"> 1. W.3.1.a,b,c,d, W.3.4, W.3.10, W.3.5
Bend 4: Cause Groups	<ol style="list-style-type: none"> 1. Tackling a Cause 2. Becoming Informed about a Cause 3. Yesterday's Revisions Become Today's Drafting Strategies 4. Getting Our Writers Ready for Readers 5. Celebration Activism 	<ol style="list-style-type: none"> 1. W.3.1.a,b,c,d, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10
Unit: Once Upon a Time: Adapting and Writing Fairy Tales		
Lessons	Instructional Topics	Standards
Bend 1: Writing in the Footsteps of the Classics	<ol style="list-style-type: none"> 1. Adapting Classic Tales 2. Writing Story Adaptations that Hold Together 3. Storytelling, Planning, and Drafting Adaptations of Fairy Tales 4. Writers Can Story-Tell and Act Out as They Draft 5. Weaving Narration through Stories 6. Mirror, Mirror on the Wall: Assessment Using Self-Reflection 	<ol style="list-style-type: none"> 1. W.3.5, W.3.7, W.3.8, W.3.3a, W.3.10, W.3.3.b, W.3.4, W.3.3.b,d

<p>Bend 2: Follow the Path: Adapting Fairy Tales with Independence</p>	<ol style="list-style-type: none"> 1. Goals and Plans Are a Big Deal 2. Telling Stories that Make Readers Shiver 3. Revising Early and Often 4. When Dialogue Swamps Your Draft, Add Actions 5. Painting a Picture with Words: Revising for Language 6. The Long and Short of It: Editing for Sentence Variety 	<ol style="list-style-type: none"> 1. W.3.3, W.3.4, W.3.5, W.3.10, W.3.3.b,d
<p>Bend 3: Blazing Trails: Writing Original Fairy Tales</p>	<ol style="list-style-type: none"> 1. Collecting Ideas for Original Fairy Tales 2. From “This Is a Fairy Tale About” to “Once Upon a Time” 3. Tethering Objects to Characters 4. Using Descriptive Language While Drafting 5. Revising the Magic 6. Revising for Readers 	<ol style="list-style-type: none"> 1. W.3.3, W.3.5, W.3.10, W.3.4, W.3.3.b