

Grade Three Standards and Scope and Sequence Map

Reading Level: NYS Lexile Grades 2-3 Band: 420-820 Fountas and Pinnell Range: N, O, P and Q

Trimester 1	September-November	
Focus Standards	<p>RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RI 3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>W 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. <p>W 3.11 Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.</p>	
Instructional Units	<p>The Comprehension Toolkit</p>	<p style="text-align: center;">Lessons 1-15</p> <ol style="list-style-type: none"> 1. Follow Your Inner Conversation 2. Notice When You Lose Your Way 3. Read, Write, and Talk 4. Follow the Text signposts 5. Merge Your Thinking with New Learning 6. Connect the New to the Known 7. Question the Text 8. Read to Discover Answers 9. Ask Questions to Expand Thinking 10. Infer the Meaning of Unfamiliar Words 11. Infer With Text Clues 12. Tackle the Meaning of Language 13. Crack Open Features 14. Read With a Question in mind 15. Wrap Your Mind Around the Big Idea
	Journeys	Units One and Two: Select lessons that address identified standards; you may include outside resources
	NYS Module	N/A
	Guided Reading	Guided reading groups organized utilizing Fountas and Pinnell Benchmark Assessment System results
	Grammar	Incorporate lesson and concepts from Journeys based on instructional needs identified in student work
	Spelling and Vocabulary	Incorporate words and concepts from Journeys, Comprehension Toolkit, Academic Vocabulary List based on instructional needs identified in student work
	Writing	<p>Launch Writers Workshop Model</p> <p>Incorporate:</p> <ul style="list-style-type: none"> • lessons and concepts from Journeys based on instructional needs identified in student work • 2-point response practice during independent reading
Uniform Outcome Assessments	Monthly	Cold read with a 2-point response question
	Benchmark 1	Multiple choice based on standards taught

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Trimester 2	December-February	
Focus Standards	<p>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>W 3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W 3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	
Instructional Units	The Comprehension Toolkit	<p style="text-align: center;">Lessons 16-21</p> <p>16. Spotlight New Thinking 17. Record Important Ideas 18. Target Key Information 19. Determine What to Remember 20. Distinguish Your Thinking From the Author's 21. Construct Main Ideas from Supporting Details</p>
	Journeys	Units Three and Four: Select lessons that address identified standards and support module instruction; you may include outside resources
	NYS Module	<p>Module 1 Focus: Becoming a Close Reader and Writing to Learn Module Title: My Librarian Is a Camel: How Books Are Brought to Children Around the World Central Text: No identified central text as all texts are used equally Description: This module introduces students to the power of literacy and how people around the world access books Students:</p> <ul style="list-style-type: none"> • build close reading skills • focus on what it means to be a proficient reader, assessing their strengths, setting goals and developing their "reading superpowers" • delve into geography • learn to apply their learning by writing a report
	Guided Reading	Guided reading groups organized utilizing Fountas and Pinnell Benchmark Assessment System results
	Grammar	Incorporate lesson and concepts from Journeys based on instructional needs identified in student work
	Spelling and Vocabulary	Incorporate words and concepts from Module, Journeys, Comprehension Toolkit, Academic Vocabulary List based on instructional needs identified in student work
	Writing	<p>Units of Study: Unit 1: Crafting True Stories Incorporate:</p> <ul style="list-style-type: none"> • lessons and concepts from Journeys based on instructional needs identified in student work • 2-point response practice during independent reading
	Test Preparation	Review format and structure of the test, including 2-point and 4-point rubric as well as other test-taking strategies
Uniform Outcome Assessments	Monthly	Cold read with a 2-point response question
	Benchmark 2	Multiple choice based on standards taught

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Trimester 3	March-June	
Focus Standards	<p>RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>W 3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W 3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W 3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	
Instructional Units	The Comprehension Toolkit	<p style="text-align: center;">Lessons 1-15</p> <p>22. Read, Think and React</p> <p>23. Think Beyond the Text</p> <p>24. Read to get the Gist</p> <p>25. Read and Rethink</p> <p>26. Read, Write and Reflect</p>
	Journeys	Units Five and Six: Select lessons that address identified standards and support module instruction; you may include outside resources
	NYS Module	<p>Module 2B Focus: Researching to Build Knowledge and Teaching Others</p> <p>Module Title: Connecting Literary and Informational Texts to Study Culture “Then and Now”</p> <p>Central Texts: <u>Magic Tree House: Dragon of the Red Dawn</u> and <u>Exploring Countries: Japan</u></p> <p>Description: This module is designed to help students use their reading, writing, listening and speaking to build and share a deep knowledge about a topic</p> <p>Students:</p> <ul style="list-style-type: none"> • Build an expertise on a different country • Read paired texts; one informational and one literary • demonstrate their expertise by writing a research-based letter • educate others
	Guided Reading	Guided reading groups organized utilizing Fountas and Pinnell Benchmark Assessment System results
	Grammar	Incorporate lesson and concepts from Journeys based on instructional needs identified in student work
	Spelling and Vocabulary	Incorporate words and concepts from module, Journeys, Comprehension Toolkit, Academic Vocabulary List based on instructional needs identified in student work
	Writing	<p>Units of Study: Begin Unit Two: The Art of Information Writing</p> <p>Incorporate:</p> <ul style="list-style-type: none"> • lessons and concepts from Journeys based on instructional needs identified in student work • 2-point response practice during independent reading
	Uniform Outcome Assessments	<p>Monthly</p> <p>Benchmark 3</p>

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