

Complimentary Sample

The Balanced Literacy Approach to Reading and Writing: Grades 3-5[©]



**Developmentally appropriate,
systematic, and comprehensive
literacy curriculum
& instruction**

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Scope and Sequence Sample – Grade 3 ELA

Week	Reading	Writing	Language Arts	Spelling
1	First 20 Days of Reading and Writing Workshop			
2				
9	Character Analysis: Character Traits & Dialogue	Journal/Diary	Abstract Nouns	Short o pattern
10	Character Analysis: Character Feelings & Thoughts		Pronouns	Short u pattern
11	Informational Main Idea	Magazine or Newspaper Article	Possessive Nouns and Pronouns	Short u pattern
12	Informational Main Idea & Details			Shwa sound
13	Fiction Text Features	Narrative Story	Simple Verb Tense	r-controlled
16	Cause & Effect		Noun-Verb-Antecedent Agreement	Variant ball
17	Narrative Main Idea	Blog		oi, oo
21	Compare & Contrast Plot	Memoir	Comparative and Superlative Adverbs	Long e patterns
30	Informational: Fact and Opinion	Book Review or Fictional Memoir	Simple, Compound, Complex Sentences	Long u patterns
31	Narrative: Point of View			Variant Vowels
32	Narrative: Fact and Opinion			Variant Vowels
33	Text Structure: Compare & Contrast	Letter or Speech	Figurative Language	Commonly Misspelled Words

Grade 3 Standards-Based Curriculum:

(Weeks 1-2 on the scope and sequence charts are lessons in the First 20 Days, so the following lessons begin with Week 3)

Read Aloud or Shared Reading – Reader’s Workshop Model:

CCSS.ELA-LITERACY.RF.3.4.A

Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.3.3.B

Recognize and observe differences between the conventions of spoken and written standard English.

CCSS.ELA-LITERACY.L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and

domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

CCSS.ELA-LITERACY.RL.3.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RI.3.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Week:	Genre to Use:	Skill:	Scaffold/Strategy:	Standard/s:
3	Folktale	Retell - Sequencing	S.T.P.	<u>CCSS.ELA-LITERACY.RL.3.2</u> 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.
	Fable		Who? What? Why?	
4	Myth	Retell w/Story Elements	B-M-E	
	Journal/Diary		5-Finger Retell	
11	Speech	Main Idea	V.I.P. Nonfiction	
	Website			
12	Nonfiction Text	Main Idea & Details	Turn Headings into Questions	
	Magazine Article			

Language Arts - Weekly Lessons:

CCSS.ELA-LITERACY.L.3.3.B

Recognize and observe differences between the conventions of spoken and written standard English.

CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.3.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.3.2.E

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

CCSS.ELA-LITERACY.L.3.2.F

Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

Week:	Skill:	Standard:
3-4	Dictionary Skills	<u>CCSS.ELA-LITERACY.L.3.4.D</u> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
		<u>CCSS.ELA-LITERACY.L.3.2.G</u> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
5-7	Parts of Speech	<u>CCSS.ELA-LITERACY.L.3.1.A</u> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
13	Simple Verb Tense	<u>CCSS.ELA-LITERACY.L.3.1.E</u> Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.
14-15	Regular and Irregular Verbs	<u>CCSS.ELA-LITERACY.L.3.1.D</u> Form and use regular and irregular verbs.
16-17	Noun-Verb-Antecedent Agreement	<u>CCSS.ELA-LITERACY.L.3.1.F</u> Ensure subject-verb and pronoun-antecedent agreement.*

Writing – Writer’s Workshop Model

CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.W.3.10

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.

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.3.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CCSS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Weeks	Genre of Writing:	Standard/s:	
Narrative Writing ~ Fictional			
3-4	Narrative Story	<u>CCSS.ELA-LITERACY.W.3.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>CCSS.ELA-LITERACY.W.3.3.A</u> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <u>CCSS.ELA-LITERACY.W.3.3.B</u> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <u>CCSS.ELA-LITERACY.W.3.3.C</u> Use temporal words and phrases to signal event order. <u>CCSS.ELA-LITERACY.W.3.3.D</u> Provide a sense of closure.	<u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. <u>CCSS.ELA-LITERACY.W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. <u>CCSS.ELA-LITERACY.SL.3.5</u> 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.
9-10	Journal/Diary		

Informational			
5-6	Nonfiction Informational Text	<p><u>CCSS.ELA-LITERACY.W.3.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><u>CCSS.ELA-LITERACY.W.3.2.A</u> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p><u>CCSS.ELA-LITERACY.W.3.2.B</u> Develop the topic with facts, definitions, and details.</p> <p><u>CCSS.ELA-LITERACY.W.3.2.C</u> Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p><u>CCSS.ELA-LITERACY.W.3.2.D</u> Provide a concluding statement or section.</p>	<p><u>CCSS.ELA-LITERACY.W.3.7</u> Conduct short research projects that build knowledge about a topic.</p> <p><u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>CCSS.ELA-LITERACY.RI.3.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><u>CCSS.ELA-LITERACY.W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><u>CCSS.ELA-LITERACY.W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
11-12	Magazine or Newspaper Article		

Opinion			
7-8	Interview	<p><u>CCSS.ELA-LITERACY.W.3.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><u>CCSS.ELA-LITERACY.W.3.1.A</u> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><u>CCSS.ELA-LITERACY.W.3.1.B</u> Provide reasons that support the opinion.</p>	<p><u>CCSS.ELA-LITERACY.W.3.7</u> Conduct short research projects that build knowledge about a topic.</p> <p><u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>CCSS.ELA-LITERACY.RI.3.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to</p>

33-34	Letter or Speech	<p><u>CCSS.ELA-LITERACY.W.3.1.C</u> Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p><u>CCSS.ELA-LITERACY.W.3.1.D</u> Provide a concluding statement or section.</p> <p><u>CCSS.ELA-LITERACY.W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>locate information relevant to a given topic efficiently.</p> <p><u>CCSS.ELA-LITERACY.W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
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Word Work - Spelling/Phonics Weekly Lessons:

CCSS.ELA-LITERACY.RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.3.3.A

Identify and know the meaning of the most common prefixes and derivational suffixes.

CCSS.ELA-LITERACY.RF.3.3.B

Decode words with common Latin suffixes.

CCSS.ELA-LITERACY.RF.3.3.C

Decode multisyllable words.

CCSS.ELA-LITERACY.RF.3.3.D

Read grade-appropriate irregularly spelled words.

CCSS.ELA-LITERACY.L.3.2.E

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

CCSS.ELA-LITERACY.L.3.2.F

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CCSS.ELA-LITERACY.L.3.4.B

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

CCSS.ELA-LITERACY.L.3.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

CCSS.ELA-LITERACY.L.3.3.B

Recognize and observe differences between the conventions of spoken and written standard English.

Spelling/Phonics Scope and Sequence – Grade 3

Week	Skill	A-Literacy RF
3	Short a pattern	RF.3.3.C, D, L.3.2.F
5	Short e pattern	3.3.A,B, C, D, L.3.2.F., L.3.4.A, C
7	Short i pattern	3.3.A, B, C, D, L.3.2.F, L.3.4.A, C
10	Short u pattern	3.3.A, B, C, D, L.3.2.F, L.3.4.A, C
12	Shwa sound	3.3.A, B, C, D, L.3.4.A, C
13	r-controlled	3.3.C & D, L.3.2.F
17	oi, oo	3.3.A, B, C, D, L.3.2.F, L.3.4.A, C
18	ou, oo	3.3.A, B, C, D, L.3.2.F, L.3.4.A, C
20	Long a patterns	3.3.A, B, C, D, L.3.2.F, L.3.4.A, C
22	Long e patterns	3.3.A, B, C, D, L.3.2.F, L.3.4.A, C
24	Long i patterns	3.3.A, B, C, D, L.3.2.F, L.3.4.A, C
28	Long o patterns	3.3.A, B, C, D, L.3.2.F, L.3.4.A, C
30	Long u patterns	3.3.A, B, C, D, L.3.2.F, L.3.4.A, C
31	Variant Vowels	3.3.A, B, C, D, L.3.2.F, L.3.4.A, C

Grade 3 Spelling Lists

Week 3	Week 4	Week 5	Week 6	Week 7
Short a	Short a	Short e	Short e	Short i
attack	finance	dread	intense	begin
quack	command	instead	nonsense	convince
ransack	demand	stealth	descent	flinch
setback	expand	wealth	evident	wring
contract	reprimand	breath	prevent	cringe
distract	enchant	dredge	resent	infringe
extract	supplant	hence	accept	rethink
impact	mishap	whence	intercept	squint
interact	recap	commence	confess	imprint
react	unwrap	evidence	distress	misprint
shaft	backlash	clench	excess	equip
anagram	chasm	ascend	impress	internship
diagram	spasm	defend	profess	squish
program	contrast	depend	regress	asterisk
began	forecast	descend	success	amiss
overran	habitat	extend	suppress	dismiss
advance	detach	transcend	request	assist
glance	dispatch	condense	regret	coexist
enhance	mismatch	dispense	reset	consist
entrance	reattach	immense	stretch	enlist