

**Grade 3
Scope and Sequence**

Time Frame	Units of Study Focus	Student Outcomes	Reading: Foundational Skills	Benchmark (At end of time frame)
September	Readers build their reading life	<ul style="list-style-type: none"> • Readers make resolutions to read stronger and longer. • Readers synthesize when we retell: We fit the important parts of a book together. • Readers are active; we awaken ourselves by reading compelling books. 	<p><i>Phonics and Word Study:</i> I can read grade-level text fluently.</p> <p>I can use voice, timing, and expression to show comprehension.</p> <p>I can monitor my reading and use fix-up strategies.</p>	M
October- November	Journeying with Characters	<ul style="list-style-type: none"> • Readers use mental pictures to help them envision the lives of characters. • Readers infer to create theories about characters. • Readers use precise language to describe characters and their actions. 	<p><i>Phonics and Word Study:</i> I can decode words with common Latin suffixes.</p> <p>I can decode multi-syllable words.</p> <p>I can read grade-appropriate irregularly spelled words.</p>	M-N
December- January	Reading and Writing to Learn and Teach	<ul style="list-style-type: none"> • Research is a process. • Researchers are experts on their topic. • Researchers teach others with the knowledge they gain. 	<p><i>Phonics and Word Study:</i> I can read with sufficient accuracy and fluency to support comprehension.</p> <p>I can read grade-level text with purpose and understanding.</p>	N

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February-March	Learning Lessons from People in the World	<ul style="list-style-type: none"> • Readers understand stories are like our own lives; e.g. the characters in a story are like people we meet in life. • Biography readers learn a lot about history from studying the time, place and people's behavior in a biography. • Biographies have their own patterns and reasons for being written. • Readers react and respond to text as they read. (i.e. take notes) 	<p><i>Phonics and Word Study:</i> I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>I use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	N-O
March-April	Genre Study Traditional Tales	<ul style="list-style-type: none"> • Readers study primary and secondary characters to learn the important ideas in a story. • Readers interpret an author's use of language to help them understand the story. • Readers recognize the elements of fairy tales and folktales. 	<p><i>Comprehension:</i> I can recount/retell stories and provide an accurate summary.</p> <p>I can define the central message, lesson and/or moral.</p> <p>I can explain how stories, dramas and poems are written in different forms.</p> <p>I can identify key ideas in a text and explain how they support the main idea.</p>	O-P
May	Inquiry Projects	<ul style="list-style-type: none"> • Readers use a variety of strategies to understand the relationship of ideas within informational texts. • Readers identify the author's point-of-view about topics and issues in informational text. • Readers use research to support their opinions. 	<p>I can use context clues to determine the meaning of new words.</p> <p>I can use affixes (suffixes and prefixes) to help me determine the meaning of words.</p> <p>I can use various tools to help me figure out the meaning of new words.</p>	P