

Grade 3
Unit 1: Building Habits of Readers

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Morning Meeting	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	- getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building
Read Aloud	-Read Patricia Polacco stories	- Read Patricia Polacco stories -make listening chart (looks like/sounds like) (see F&P pg. 148 for additional information) VSC: 1.3.D.1.a	- Read Patricia Polacco stories -review good listening	- Read Patricia Polacco stories -review good listening -make "what do we talk about" chart (see F&P pg. 157 for additional information)	- Read Patricia Polacco stories -review good listening -add to what we talk about
Reader's Workshop	Using the library -Make how to use the library chart (rules and procedures) -Book basket pass (10-15 min) -interest surveys -share	Readers workshop guidelines -workshop looks like/sounds like -book basket pass/IR (10-15 min) -share * have students create a chart of what books they would like to read from the book pass and why	Establishing and Using a Readers' Workshop Rubric - expectations (handling books, using the library, connect to guidelines) - independent reading (10-15 min) -share (revisit expectations)	Establishing and Using a Readers' Workshop Rubric -Guidelines/rubric continues -IR (10-15 minutes) -model ways to choose books -connect to book pass -IR (10-15 minutes) -make chart How to Choose books -share	Choosing a just right book/ Keeping a reading record and setting reading goals (see F&P pg. 146-147 for additional information on this lesson) -model ways to choose books -connect to book pass -IR (10-15 minutes) -share
Word Study WTW= Words Their Way	-dictation assessment (WTW spelling inventory) -word wall words (because, friend, went, then, really)	- adapt scope and sequence from Open Court: short vowel review -lessons from Fountas & Pinnell kit: SP1 (short vowels)	-lessons from Fountas & Pinnell kit: HF1 -word wall activity	- adapt scope and sequence from Open Court: short vowel review -lessons from Fountas & Pinnell kit: SP1	- making words: short vowel review (championship)
Writers' Workshop *These lessons come from the Units of Study for Primary writing by Lucy Calkins	-writing assessment (goals/ideas for the year)	-writing assessment (response to literature/pre-BCR)	Starting with the writing workshop*	Carrying on independently as writers*	Using supplies independently*
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Morning Meeting	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	- getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	- getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	- getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	- getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building
Read Aloud	-Read Patricia Polacco stories -Practice turn and talk VSC: 1.3.D.1.c	-Read Patricia Polacco stories -Practice turn and talk -make a "how to turn and talk" chart	-Read Patricia Polacco stories -Practice turn and talk -make "why we talk about our reading" chart	-Read Patricia Polacco stories -Practice turn and talk	-Read Patricia Polacco stories -Practice turn and talk
Reader's Workshop OC=Open Court Anthology	What we know about stories/fiction -begin reading "Just Plain Fancy" (OC book 2: pg. 250) -add to guidelines -15-25 minutes IR -Reading conferences	What we know about stories/fiction -continue reading "Just Plain Fancy" -add to guidelines -15-25 minutes IR -Reading conferences -add to chart <i>What we Know About Stories and How They Help us Understand</i> VSC: 1.3.D.1.b	What we know about stories/fiction -continue reading "Just Plain Fancy" -add to chart if needed - review/add to guidelines -15-25 minutes IR -Reading conferences *Teacher created/selected story elements chart	Reading with meaning -begin reading "The Tree House" -practice rereading portions with partners -after reading chart "How fluency helps us understand our reading" -20-30 minutes IR -Reading conferences -share	Reading with meaning -continue reading "The Tree House" and use during the minilesson -monitoring (what do I do when I don't understand at the story level → connecting) -20-30 minutes IR -Reading conferences -share VSC: 3.D.3.a-i
Word Study	- lessons from Fountas & Pinnell kit: HF1 -word wall (school, again, probably, they, favorite) - lessons from Fountas & Pinnell kit: LS1 (consonant clusters- beginning) VSC: 1.3.B.3.a	- lessons from Fountas & Pinnell kit: LS1 (consonant clusters-beginning) VSC: 1.3.B.1.a	-adapt scope and sequence from Open Court - long e -lessons from Fountas & Pinnell kit: HF1 -word wall activity VSC: 1.3.B.3.a	- adapt scope and sequence from Open Court - long e -lessons from Fountas & Pinnell kit: LS1 VSC: 1.3.B.1.a	- adapt scope and sequence from Open Court - long i VSC: 1.3.B.1.a VSC: 1.3.B.2.b VSC: 1.3.B.3.a
Writing Workshop	Telling stories in illustrations* VSC: 4.3.A.1.a/b	Drawing even hard to make ideas*	Using both words and pictures*	Stretching and writing words* -writing conferences	-stretching and writing words: initial sounds* -writing conferences VSC: 4.3.A.1.d
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Morning Meeting	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building	- getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building	- getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building	- getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building
Read Aloud	-Read Patricia Polacco stories	-Read Patricia Polacco stories	-Read Patricia Polacco stories	-Read Patricia Polacco stories	-Read Patricia Polacco stories
Reader’s Workshop	Reading with meaning -continue reading “The Tree House” or use a previously read text during the minilesson -monitoring (what do I do when I don’t understand at the story level→visualizing) -20-30 minutes IR -Reading conferences -share VSC:3.D.3.a-i	Responding to Reading (see F&P pg. 152-153 for additional information on this lesson) -begin reading “Gloria Who Might Be My Best Friend” (OC book 1: pg. 14) or use something previously read to use for response letter -Readers put their thinking about books on paper to share with others -sample response letters -30-45 minutes IR -reading conferences -share	Responding to Reading (see F&P pg. 152-153 for additional information on this lesson) -begin reading “Gloria Who Might Be My Best Friend” (OC book 1: pg. 14) or use something previously read to use for response letter -Readers put their thinking about books on paper to share with others -sample response letters -30-45 minutes IR -reading conferences -share	Responding to Reading (see F&P pg. 152-153 for additional information on this lesson) -continue reading “Gloria Who Might Be My Best Friend” or use something previously read to use for response letter -Readers put their thinking about books on paper to share with others -sample response letter that the teacher wrote based on the shared reading text -students compose a letter about the read aloud text -30-45 minutes IR -reading conferences -share	Retelling -begin reading “The Keeping Quilt” or use an excerpt from a previous read aloud - model retelling -chart what to include in a retelling -20-30 minutes IR -Reading conferences -share VSC: 1.3.A.6.c
Word Study	-word wall (usually, said, our, want, very) - adapt scope and sequence from Open Court - long i -lessons from Fountas & Pinnell kit: SP3 VSC: 1.3.B.1.a	- adapt scope and sequence from Open Court - long o -lessons from Fountas & Pinnell kit: SP3 -word wall activity VSC: 1.3.B.1.a	- adapt scope and sequence from Open Court - making words - long o VSC: 1.3.B.1.a	- adapt scope and sequence from Open Court - long u VSC: 1.3.B.1.a VSC: 1.3.B.3.a	- adapt scope and sequence from Open Court *teacher created/selected long vowel assessment VSC: 1.3.B.1.a
Writing Workshop	-spelling the best we can...and moving on* -writing conferences VSC: 4.3.A.1.d	Using writing tools: the alphabet chart * -writing conferences VSC: 4.3.A.1.d	Creating a place for writing in progress: long term projects* -writing conferences VSC: 4.3.A.1.d	Introducing booklets* -writing conferences VSC: 4.3.A.1.d/f	-widening writing possibilities: lists and letters* -writing conferences VSC: 4.3.A.1.d
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Morning Meeting	- getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building	- getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building	- getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building	-getting to know you -Path to PAX -“kid of the day” -rules/procedures -community building
Read Aloud	-Read Patricia Polacco stories	-Read Patricia Polacco stories	-Read Patricia Polacco stories	-Read Patricia Polacco stories	-Read Patricia Polacco stories
Reader’s Workshop	Retelling -continue reading “The Keeping Quilt” or use an excerpt from a previously read text -introduce the retelling rubric -after reading have students retell to a partner and self-assess -20-30 minutes IR -Reading conferences -share VSC: 1.3.A.6.c	Retelling -continue reading “The Keeping Quilt” or use an excerpt from a previously read text -after reading have students retell to a partner and self-assess -20-30 minutes IR -Reading conferences -share VSC: 1.3.A.6.c	Fluency -use an excerpt from a previously read text during minilesson -use the Shared Reading text to demonstrate reading with fluency (sounds like a conversation, read punctuation) -begin chart “ <i>What I Fluent Reading</i> ” -practice rereading portions with partners -20-30 minutes IR -Reading conferences -share	Fluency -use an excerpt from a previously read text during minilesson -use the Shared Reading text to demonstrate reading with fluency (sounds like a conversation, read punctuation) -add to chart “ <i>What is fluent Reading</i> ” -practice rereading portions with partners -20-30 minutes IR -Reading conferences -share	Fluency -use an excerpt from a previously read text during minilesson -use the Shared Reading text to demonstrate reading with fluency (sounds like a conversation, read punctuation) -add to chart “ <i>What is Fluent Reading</i> ” -practice rereading portions with partners -20-30 minutes IR -Reading conferences -share
Word Study	-word wall (right, write, about, until, people) - adapt scope and sequence from Open Court - homophones -word wall activity VSC: 1.3.D.2.b	- adapt scope and sequence from Open Court - homophones VSC: 1.3.B.1.a	- adapt scope and sequence from Open Court -ending consonant clusters VSC: 1.3.B.1.a	-ending consonant clusters VSC: 1.3.B.3.a	*teacher created/selected homophones and consonant cluster assessment VSC: 1.3.B.1.a
Writing Workshop	Widening writing possibilities: real world purposes* -writing conferences VSC: 4.3.A.1.d	-fixing up writing* -writing conferences VSC: 4.3.A.1.d	Editing and fancying up writing* -writing conferences VSC: 4.3.A.1e	Reading into the circle: an author’s celebration* -writing conferences VSC: 4.3.A.1.e	-Author’s celebrations -writing conferences VSC: 4.3.A.1.f