



OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

Grade Level(s): 3

Content Area and/or Course Title: Reading

Unit Title	Time/Term	Focus Standards and Unit Outcomes
Launching Readers Workshop	3 weeks	<p>RF.3.3. - Students know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4. - Students read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.3.1. - Students ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.10. - By the end of the year, students read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p> <p>RI.3.1. - Students ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.10. - By the end of the year, students 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.</p> <p>SL.3.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.6. - Students speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Nonfiction Reading for Information	4 weeks	<p>RI.3.1. - Students 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. - Students determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4. - Students determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>

		<p>RI.3.8. - Students 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>SL.3.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4. - Students 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>
Understanding How Stories Work	5 weeks	<p>RL.3.2. - Students 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.3.4. - Students determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5. - Students refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6. - Students distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.9. - Students 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>
Nonfiction Cause/Effect	4 weeks	<p>RI.3.1. - Students ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3. - Students 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. - Students 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. - Students 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.3.9. - Students compare and contrast the most important points and key details presented in two texts on the same topic.</p>
Nonfiction Thinking Critically	3 weeks	<p>RI.3.4. - Students determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.6. - Students distinguish their own point of view from that of the author of a text.</p> <p>RI.3.8. - Students 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>L.3.3. - Students use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
More Nonfiction Problem/Solution	4 weeks	<p>RI.3.5. - Students 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. - Students 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. - Students describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
Building on Narratives	8 weeks	<p>RL.3.2. - Students 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. - Students 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>RL.3.5. - Students refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.7. - Students 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. - Students 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>
Wrap Up	2 weeks	<p>RL.3.10. - By the end of the year, students read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently</p> <p>RI.3.10. - By the end of the year, students read and comprehend informational texts, including history/social studies, science, and technical</p>

		texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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