

# Reading & Writing: Level 3--Scope & Sequence

		Phonics	Writing / Grammar	Fluency	Vocabulary	Comprehension	Language / Writing
Week 1	L1	Syllabication *Review *Syllable types (closed, open, & r-controlled) *tu for /ch/  [BC Reads: suffix: -ture]	* Writing & spelling multisyllabic words (dictation for words with tu for /ch/)	* Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	*Tier 2: damage; discomfort; recently; straight; & grateful *Use new vocabulary in context	*Preview the text– <i>Joan's Heart Attack</i> *Before, during, and after reading questioning *Main ideas *Sequencing  [BC Reads: visualization; main ideas, sequence, and details]	*Expanding sentences (kernel sentences)  [BC Reads: end punctuation; subjects in simple sentences; the TOWER method – organizing paragraphs]
	Class time: Beyond Decodables – <i>Ducks In Boston</i> ; RS4T – Lvl 8: <i>Joan's Heart Attack</i> [Post class: BC Reads – The Most Amazing Structure on Earth; Beyond Decodables – <i>Sea Turtle Babies</i> ; Zeno HF Words]						
	L2	*Syllabication *Syllable types (closed, open, & schwa) *ti and ci for /sh/	*Writing & spelling multisyllabic words (dictation for words with ti and ci for /sh/)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	*Tier 2: exclaimed, request, neither, packed; & reasoned *Define vocabulary *Identify synonyms	*Preview the text– <i>A Lunch Surprise</i> *Before, during, and after reading questioning *Sequencing *Problem / Solution * Drawing conclusions	*Identifying & expanding sentence fragments
	Class time: Beyond Decodables - <i>Is This My Den?</i> ; RS4T–Lvl 8: <i>A Lunch Surprise</i> [Post Class: Readworks: <i>She Explained Mysteries</i> ; Beyond Decodables - <i>What is Hail?</i> ; Zeno HF Words]						
	L3	*Review phonics patterns learned in leveled reading	*Using sequence adverbs	*Read multisyllabic words and leveled texts with sufficient accuracy and fluency	*Tier 2: prepare, chooses, snack & routine *Use vocabulary words in context *Cloze paragraph	*Preview the text – <i>A Bedtime Routine</i> *Main ideas *Retell passage in own words *Sequencing	*Write a paragraph including each major event from the story. *Using sentence frames write a routine
	Class time: RS4T–Lvl 2: <i>Winter</i> or <i>A Bedtime Routine</i> [Post Class: RS4T– Lvl 2: <i>A Bedtime Routine</i> ]						

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Week 2	L4	*Syllabication *Syllable types (closed, open, & silent-e) *Inflectional vs. derivational suffixes *Suffixes -ed, -s, -ing, & -es  [BC Reads: Silent wr, kn, gh, & mb]	*Writing & spelling multisyllabic words (dictation for words with suffixes -ed, -s, -ing, & -es)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	*Tier 2: ingredients; specials; avoid; convenience; tight; & stick to *Define vocabulary *Identify antonyms *Use vocabulary in context	*Preview the text-- <i>Smart Food Shopping</i> *Before, during, and after reading questioning *Text to self connections  [BC Reads: main ideas & details; draw conclusions]	*Note taking – writing to learn  [colons, verbs in simple sentences; opinion paragraph]
	Class time: Beyond Decodables <i>The Store Down The Street</i> ; RS4T–Lvl 8: <i>Smart Food Shopping</i> [Post Class: BC Reads – The Many Faces of Genius; CK: <i>The Job Hunt - Morning</i> ; Zeno HF Words]						
	L5	*Syllabication *Syllable types (closed, open, & silent-e) *Suffixes -ful, -ly, -er, & -est	*Writing & spelling multisyllabic words (dictation for words with suffixes -ful, -ly, -er, & -est)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	*Tier 2: secret; receptionist; ahead; prepare; & impression *Define vocabulary *Fill in the blank	*Preview the text-- <i>Planning Ahead Gets You to Work On Time</i> *Before, during, and after reading questioning *Cause & effect	*Identifying and revising run-on sentences
	In class: Beyond Decodables <i>Rainforest Life</i> ; RS4T–Lvl 8: <i>Planning Ahead Gets You to Work on Time</i> [Post Class: Readworks: <i>Margie Richard's Fight for Clean Air</i> ; CK: <i>The Job Hunt - Brooklyn</i> ; Zeno HF Words]						
	L6	*Review phonics patterns learned in leveled reading	*Simple future tense	*Read multisyllabic words and leveled texts with sufficient accuracy and fluency	*Tier 2: staff; fever; rule; policy; & must *Use vocabulary words in context *Cloze paragraph	*Preview the text- <i>A Sick Day</i> *Who, what, where, when, why, & how comprehension questions *Solving problems	*Using evidence to answer text-explicit questions in writing *Application-text to self in writing
	Class time: RS4T–Lvl 2: <i>Tim's Pets</i> or <i>A Sick Day</i> [Post Class: RS4T–Lvl 2: <i>A Sick Day</i> ]						

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Week 3	L7	*Syllabication *Syllable types (closed, open, & vowel teams) *Prefixes re-, un-, & pre-	*Writing & spelling multisyllabic words (dictation for words with prefixes re-, un-, & pre-)  [BC Reads: homonyms]	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	*Tier 2: departments; volunteering; worship; adopt; & rewarding *Define vocabulary *Identify a symbol or picture associated with the word *Use vocabulary in context	*Preview the text– <i>Volunteering in Your Community</i> *Before, during, and after reading questioning *Question words to identify important details—who, what, where, when, why, and how  [BC Reads: five W questions to check understanding; main ideas & details]	*Sentence types (declarative, imperative, interrogative, exclamatory)  [BC Reads: contractions; apostrophes; sentence fragments; how-to paragraphs]
	Class time: Beyond Decodables <i>All About Rams</i> ; RS4T–Lvl 8: <i>Volunteering in Your Community</i> [Post Class: BC Reads - <i>The Many Pathways to Knowledge</i> ; CK: <i>The Job Hunt - Drummer's Grove</i> ; Practice Zeno HF word list]						
	L8	*Syllabication *Syllable types (closed, open, & vowel teams) *Suffixes -less, -ness, & -tion	*Writing & spelling multisyllabic words (dictation for words with suffixes -less, -ness, & -tion)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	*Tier 2: prefer; energize; effect; bothered; pressure; & boost *Define vocabulary *Collaborative word work using the Frayer model	*Preview the text– <i>Caffeine</i> *Before, during, and after reading questioning *Cause & effect	*Identifying and writing topic sentences
	Class time: Beyond Decodables <i>How Are Legos Made?</i> ; RS4T–Lvl 8: <i>Caffeine</i> [Post Class: Readworks <i>Charlotte Cooper</i> ; CK: <i>The Job Hunt -Dwight's Lights</i> ; Practice Zeno HF word list]						
	L9	*Review phonics patterns learned in leveled reading	* Using Subject pronouns and possessive adjectives	*Read multisyllabic words and leveled texts with sufficient accuracy and fluency	*Tier 1: scream; flies; sleds; hill; trunk; & outing *Use vocabulary in context *Cloze paragraph *Fill in the blank	*Preview the text– <i>A Family Outing</i> *Question words to improve comprehension *Solving problems	*Write a paragraph including each major event *Using sentence frames, write about a family outing or sharing a meal
	Class time: RS4T–Lvl 2: <i>A Family Outing</i> or <i>Sharing a Meal on Family Night</i> [Post Class: RS4T–Lvl 2: <i>A Family Outing</i> ; C&CR Skills – <i>Time Management</i> ]						

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Week 4	L10	*Syllabication *Syllable types (closed, open, r-controlled; consonant + le) *Suffixes -able; -ible [BC Reads: suffixes -tion & -sion]	*Writing & spelling multisyllabic words (dictation and spelling rules for words with suffixes -able; -ible)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	*Tier 2: league; local; contact; youth; root; & positions *Define vocabulary *Identify multiple uses of various terms *Use in context	*Preview the text– <i>Take Me Out to the Ball Game</i> *Before, during, and after reading questioning *Main idea [BC Reads: pre-reading strategies; vocabulary in context; main ideas & details]	*Using sentence frames to write complex and/or compound sentences [BC Reads - commas in a series; compound sentences; descriptive paragraph]
	Class time: Beyond Decodables <i>Dr. Kim's Sea Turtles</i> ; RS4T–Lvl 8: <i>Take Me Out to the Ball Game</i> [Post Class: BC Reads – <i>Boost Your Brainpower</i> ; CK: <i>The Job Hunt -The Gym</i> ; Practice Zeno HF word list]						
	L11	*Syllabication *Syllable types (closed, open, r-controlled; consonant + le) *Suffixes -ic; -ous	*Writing & spelling multisyllabic words (dictation and spelling rules for words with suffixes -ic; -ous)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	*Tier 2: pressed; neat; department; & interview *Define vocabulary using context clues (strategy) *Generate student friendly definitions	*Preview the text– <i>Successful Job Interview</i> *Before, during, and after reading questioning *Text-to-self connection	*Sequence sentences in a paragraph using topic sentences and transition words *Writing a paragraph about what to do before, during, and after an interview
	Class time: Beyond Decodables <i>The Polar Bears' New World</i> ; RS4T–Lvl 8: <i>Successful Job Interview</i> [Post Class: Readworks - <i>Wilma Rudolph</i> ; CK: <i>The Job Hunt -The Corner Market</i> ; Practice Zeno HF word list]						
	L12	*Review phonics patterns learned in leveled reading	*Using the negative phrases 'have/has no' and 'don't/doesn't have any	*Read multisyllabic words and leveled texts with sufficient accuracy and fluency	*Tier 2: labels; choices; quenched; contents; thirsty; & decides *Use vocabulary in context *Cloze paragraph *Fill in the blank	*Preview the text– <i>Water It's Good For You</i> *Answering text-explicit questions	*Start with a topic sentence and then write the story in your own words
	Class time: RS4T–Lvl 2: <i>Water It's Good for You</i> or <i>Joan's Home</i> [Post Class: RS4T–Lvl 2: <i>Water It's Good for You</i> ; C&CR Skills – <i>Practice &amp; Pressure</i> ]						

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Week 5	L13	*Syllabication *Syllable types (all syllable types) *Review all patterns, suffixes, & prefixes introduced (tu for /ch/; ti & ci for /sh/; -ed, -s, -ing, & -es; ful, -ly, -er, & -est; re-, un-, & pre; -less, -ness, & -tion; -able; -ible; -ic; -ous)  [BC Reads - Add suffixes to words that end in silent e]	*Writing & spelling multisyllabic words (dictation practice)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	*Tier 2: assigning; thrilled; spread; actions; exclaimed; & harmful *What is a morpheme? *Identify morphemes *Remove & add morphemes *Generate student friendly definitions	*Preview the text– <i>April Fools Day</i> *Before, during, and after reading questioning *Main idea and supporting details  [BC Reads -pre-reading strategies; main ideas, details, & sequence]	*Types of writing– expository, descriptive, persuasive, narrative, and journal or letter writing  [BC Reads - commas after transition words; run-on sentences; narrative paragraph]
	Class time: Beyond Decodables <i>A Cocoa Farm</i> ; RS4T - Lvl 8: <i>April Fools' Day</i> [Post Class: BC Reads – <i>Memory Magic</i> ; CK: <i>The Job Hunt -The Diner</i> ; Practice Zeno HF word list]						
	L14	*Syllabication *Syllable types (all syllable types) *Review all patterns, suffixes, & prefixes introduced	*Writing & spelling multisyllabic words (dictation practice)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	*Tier 2: rebirth; roots; holiday; goddess; baskets; religious; traditions; celebration; hides; & ancient *Sort vocabulary words into concept categories	*Preview the text– <i>Easter</i> *Before, during, and after reading questioning *Metaphors to create deeper meaning	*Descriptive paragraphs– enhancing writing by using strong vocabulary words
	Class time: Beyond Decodables <i>Firefighters</i> ; RS4T–Lvl 8: <i>Easter</i> [Post Class: Readworks: <i>Camp Followers in the American Revolutionary War</i> ; CK: <i>The Job Hunt - The Subway</i> ; Practice Zeno HF word list]						
	L15	*Review phonics patterns learned in leveled reading	*Using verbs in writing and conversation	*Read multisyllabic words and leveled texts with sufficient accuracy and fluency	Tier 1: different; heavy; bend; load; & complains *Use vocabulary in context *Cloze paragraph *Fill in the blank	*Preview the text– <i>Lifting at Work</i> *Answering text-explicit questions *Text to self-connections	*Start with a topic sentence and then write the story in your own words *Apply to your own situation
	Class time: RS4T–Lvl 2: <i>Lifting at Work</i> or <i>Lynn's Kid Care</i> [Post Class: RS4T–Lvl 2: <i>Lifting at Work</i> ; C&CR Skills – <i>Lifelong Learning</i> ]						

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Week 6	L16	*Syllabication *Syllable types (all syllable types) *Prefixes un- and re-  [BC Reads - Spell words with prefixes pre- and ex-]	*Writing & spelling multisyllabic words (dictation and spelling rules for words with prefixes mis-, dis-, & trans-)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	Tier 2: segregation; facilities; struggle; creeds; opportunities; & inferior *Fray model– 1) select a word; 2) generate a student friendly definition; 3) draw a picture to represent the idea; 4) write a sentence using the word; & 5) share-out	*Preview the text– <i>Martin Luther King, Jr.</i> *Before, during, and after reading questioning *Text-explicit questions *Drawing conclusions  [BC Reads –pre-reading strategies; tone; main ideas, details, & sequence; inferences]	*Narrative paragraphs (fiction and nonfiction)– telling a story through writing  [BC Reads - punctuation in direct quotations; complex sentences]
	Class time: Beyond Decodables <i>Back at the Boston Public Market</i> ; RS4T–Lvl 8: <i>Martin Luther King, Jr.</i> [Post Class: BC Reads – <i>Put to the Test</i> ; CK: <i>The Job Hunt–Wall Street</i> ; Practice Zeno HF Words]						
	L17	*Syllabication *Syllable types (all syllable types) *Prefixes anti-, de-, & dis-	*Writing & spelling multisyllabic words (dictation and spelling rules for words with prefixes uni-, bi-, & tri-)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	Tier 2: supplies; clerk; appreciate; discount; start; & rebate *Define vocabulary using context clues (strategy) *Generate student friendly definitions	*Preview the text– <i>The Ladder Rebate</i> *Before, during, and after reading questioning *Making inferences	*Narrative paragraphs sequence and adding transition words
	Class time: Beyond Decodables <i>What's In a Pancake?</i> ; RS4T–Lvl 8: <i>The Ladder Rebate</i> [Post class: Readworks: <i>Elizabeth Freeman</i> ; CK: <i>The Job Hunt–The Daydream</i> ; Practice Zeno HF Words]						
	L18	*Review phonics patterns learned in leveled reading	*Identifying and using direct objects in writing	*Read multisyllabic words and leveled texts with sufficient accuracy and fluency	Tier 1: dress; lays; keep; cool; & curtains *Use vocabulary in context *Cloze paragraph *Fill in the blank	*Preview the text– <i>Keeping Kids Cool</i> *Answering text-explicit questions *Text-to-self connections	*Start with a topic sentence and then write the story in your own words *Apply to your own situation *Use sentence frames to expand your ideas
	Class time: RS4T–Lvl 2: <i>Keeping Kids Cool</i> or <i>A Safe Trip to the Pump</i> [Post Class: RS4T–Lvl 2: <i>Keeping Kids Cool</i> ; C&CR Skills – <i>Perseverance</i> ]						

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Week 7	L19	*Syllabication *Syllable types (all syllable types) *Introduction to roots–rupt, spect, port, & form  [BC Reads - Add suffixes to 1-1-1 words;	*Writing & spelling multisyllabic words (dictation and spelling rules for words with roots rupt, spect, port, & form)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	Tier 2: form; deadline; refund; fined; due; & complete *Morphemic analysis 1) identify affixes; 2) identify bases or roots; 3) determine meaning of each word part; 4) determine meaning of whole word *Using words in context	*Preview the text– <i>Tax Day</i> *Before, during, and after reading questioning *Text-explicit questions *Cause & effect  [BC Reads – pre-reading strategies; predictions; main ideas, details, & sequence; drawing conclusions about characters emotions]	*Expository paragraphs– read and identify characteristics of a mentor text; identify characteristics of expository writing  [BC Reads - commas in place names & dates; edit for subject & verb agreement; narrative paragraph]
	Class time: Core Knowledge <i>The Job Hunt–The Florist</i> ; RS4T–Lvl 8: <i>Tax Day</i> [Post Class: BC Reads – <i>The Sixth Sense: Intuition</i> ; CK: <i>The Job Hunt–The Bakery</i> ]						
	L20	*Syllabication *Syllable types (all syllable types) *Roots–meter, graph, & photo	*Writing & spelling multisyllabic words (dictation and spelling rules for words with roots meter, graph, & photo)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	Tier 2: abandoned; ordinary; open; encourage; uncomfortable *Morphemic analysis 1) identify affixes; 2) identify bases or roots; 3) determine meaning of each word part; 4) determine meaning of whole word *Generate definitions	*Preview the text– <i>Keeping Kids Safe</i> *Before, during, and after reading questioning *Text-explicit questions *Drawing conclusions	*Expository paragraphs– writing a short article
	Class time: Core Knowledge: <i>The Job Hunt–Keeping It Up</i> ; RS4T–Lvl 8: <i>Keeping Kids Safe</i> [Post Class: Readworks: <i>The Patriot Martha Bell</i> ; CK: <i>The Job Hunt–The Grocery</i> ]						
	L21	*Review phonics patterns learned in leveled reading	*Punctuating possessives	*Read multisyllabic words and leveled texts with sufficient accuracy and fluency	Tier 1: program; concert; motions; early; front *Use vocabulary in context *Cloze paragraph *Fill in the blank	*Preview the text– <i>A Spring Concert</i> *Answering text-explicit questions *Text-to-self connections	Start with a topic sentence and then write the story in your own words *Apply to your own situation
	Class time: RS4T–Lvl 2: <i>A Spring Concert</i> or <i>A Summer Project</i> [Post Class: RS4T–Lvl 2: <i>A Spring Concert</i> ; C&CR Skills – <i>Critical Thinking</i> ]						

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Week 8	L22	*Syllabication *Syllable types (all syllable types) *Roots—aud, bene, cent  [BC Reads - Spell words with the suffix -ous]	*Writing & spelling multisyllabic words (dictation and spelling rules for words with roots aud, bene, & cent)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	Tier 2: hosts; appointments; conferences; value; & respect *Define vocabulary *Identify synonyms or antonyms *Use in context	Preview the text— <i>Being on Time</i> *Before, during, and after reading questioning *Text-explicit questions *Identify reasons  [BC Reads – pre-reading strategies; purpose; main ideas & details; draw conclusions]	*Persuasive paragraphs—read and identify characteristics of a mentor text; identify characteristics of persuasive writing  [BC Reads - use commas with appositives; edit for shifting verb tense; descriptive paragraph]
	Class time: Core Knowledge: <i>The Job Hunt—Inventory</i> ; RS4T—Lvl 8: <i>Being on Time</i> [Post Class: BC Reads – <i>The Big Five: Personality</i> ; CK: <i>The Job Hunt – The Tally</i> ]						
	L23	*Syllabication *Syllable types (all syllable types) *Roots—review (rupt, spect, port, form, meter, graph, photo, aud, bene, cent)	*Writing & spelling multisyllabic words (dictation and spelling practice)	*Read Multisyllabic words, HF irregular words and decodable texts with sufficient accuracy and fluency.	Tier 2: chemicals; wear; gear; protect; & liquid *Generate student friendly definitions from context	*Preview the text— <i>Safety Gear</i> *Before, during, and after reading questioning *Text-explicit questions *Identify reasons	*Persuasive paragraphs—writing an opinion paragraph to persuade the reader  *Include a topic sentence, supporting details, and a conclusion.
	Class time: Core Knowledge: <i>The Job Hunt—The Visit</i> ; RS4T—Lvl 8: <i>Safety Gear</i> [Post Class: Readworks: <i>Catherine Ferguson</i> ; CK: <i>The Job Hunt—Battery Park</i> ]						
	L24	*Review phonics patterns learned in leveled reading	*Combining simple sentences	*Read multisyllabic words and leveled texts with sufficient accuracy and fluency	Tier 1: tucks; short; tips; stretch; & breaths *Use vocabulary in context *Cloze paragraph *Fill in the blank	*Preview the text— <i>In Need of More Sleep</i> *Answering text-explicit questions *Text-to-self connections	*Start with a topic sentence and then write the story in your own words *Apply to your own situation
	Class time: RS4T—Lvl 2: <i>In Need of More Sleep</i> or <i>A Move</i> [Post Class: RS4T—Lvl 2: <i>In Need of More Sleep</i> ]						

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