

Rising 3rd Grade Language Arts Scope and Sequence

	Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
	Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 1	Summarize "¿Una base de pasta?" (realistic fiction)	Use main story elements in a logical sequence for a literary text. Write opinion pieces.	Words with <i>que</i> , <i>qui</i> , <i>gue</i> , and <i>gui</i>	Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja con las sílabas que, qui; gue, gui.	<i>La zorra y el cuervo</i> Introduce and assign parts.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Day 2				Escriben palabras que usan las sílabas "que", "qui", "gue", "gui", "güe" y "güi". Producen, elaboran y reorganizan oraciones completas, simples y compuestas.		
Day 3	Summarize "Ruedas en movimiento" (narrative nonfiction)	Identify the central idea of an informative text. Write explanatory texts.	Words with <i>que</i> , <i>qui</i> , <i>gue</i> , and <i>gui</i>	Escriben palabras que usan las sílabas "que", "qui", "gue", "gui", "güe" y "güi". Utilizan el guión corto para separar las sílabas de una palabra (ma-ri-po-sa).	<i>La zorra y el cuervo</i> Analyze poem and practice performance.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Day 4			Words with <i>r</i> and Digraph <i>rr</i>	Decodifican palabras multisilábicas. Decodifican palabras con múltiples patrones audibles de ortografía.		
Day 5	Use Text Features “El día del señor Cruz” (realistic fiction)	Describe how characters in stories change. Write narratives.	Words with <i>r</i> and Digraph <i>rr</i> Words with <i>h</i>	Decodifican palabras con múltiples patrones audibles de ortografía	<i>La zorra y el cuervo</i> Sing song and practice performance.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Day 6				Ordenan alfabéticamente una serie de palabras Decodifican palabras con la letra “h” que es silenciosa Decodifican palabras con prefijos y sufijos		
Day 7	Use Text Features “La vida de una tortuga marina” (narrative nonfiction)	Use text features to help identify the central idea. Write explanatory texts.	Words with <i>g</i> and <i>j</i> Words with <i>ll</i> and <i>y</i>	Identifican palabras que contienen el mismo fonema pero distinto grafema. Ordenan alfabéticamente una serie de palabras	<i>La zorra y el cuervo</i> Create props and perform.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Day 8						

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Day 9	Ask Questions "Tres hermanos" (folktale)	Generate questions about a text before, during, and after reading to deepen understanding Write fictional narratives.	Words with <i>g</i> and <i>j</i>	Escriben palabras multisilábicas. Escriben palabras con prefijos y sufijos	<i>¿Poesía? ¡Qué horror!</i> Introduce and assign parts.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Day 10			Words Stressed on the Last Syllable	Emplean el acento escrito en palabras ya conocidas.		
Day 11	Ask Questions "Ropa para la escuela" (informational)	Explain an author's opinion(s) and supporting reasons. Write opinion pieces.	Words Stressed on the Last Syllable Proper and Common Nouns	Utilizan el guión corto para separar las sílabas de una palabra (ma-ri-po-sa) Clasifican palabras de acuerdo con su acento tónico para aplicar las reglas ortográficas del uso del acento escrito. Usan letra mayúscula en nombres propios. Ordenan alfabéticamente una serie de palabras.	<i>¿Poesía? ¡Qué horror!</i> Sing song and practice performance.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Day 12						

Day 13	Determine Meaning “Hablando con simios” (informational)	Determine the meaning of words and phrases in a text to help identify the central theme. Gather information to answer a question.	Words Stressed on the Penultimate Syllable Adverbs	Emplean el acento escrito en palabras ya conocidas.	¿Poesía? ¡Qué horror! Analyze poem and practice performance.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Day 14				Clasifican palabras de acuerdo con su acento tónico para aplicar las reglas ortográficas del uso del acento escrito. Ordenan alfabéticamente una serie de palabras.		
Day 15	Determine Meaning “La gallinita roja: Qué sucedió después” (fiction)	Identify different characters’ perspectives and describe how they respond to events in a story. Write explanatory texts.	Words Stressed on the Penultimate Syllable	Escriben palabras multisilábicas.	¿Poesía? ¡Qué horror! Create props and perform.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Day 16			Diphthongs and Triphthongs	Decodifican palabras con diptongos. Escriben palabras con diptongos. Distinguen los sonidos de las vocales en los triptongos		

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Day 17	Evaluate Evidence “Un deporte más seguro” (informational)	Explain an author’s opinion(s) and supporting reasons. Write explanatory texts.	Diphthongs and Triphthongs Plural Nouns	Utilizan el guión corto para separar las sílabas de una palabra (ma-ri-po-sa).	<i>Marcha hacia adelante</i> Introduce and assign parts.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Day 18				Decodifican palabras con prefijos y sufijos.		
Day 19	Evaluate Evidence “Debate: ¿Se debe permitir que los niños...?” (opinion)	Explain an author’s purpose for writing a text. Gather information to answer a question.	Words Stressed on the Antepenúltima e Syllable Punctuation (statements, exclamations, questions)	Emplean el acento escrito en palabras ya conocidas.	<i>Marcha hacia adelante</i> Analyze poem and practice performance.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Day 20				Identifican la última, penúltima y antepenúltima sílabas en palabras multisilábicas y reconocen en cuál sílaba cae el acento tónico. Utilizan el guión corto para separar las sílabas de una palabra (ma-ri-po-sa).		
Day 21	Synthesize Elements “Asunto de insectos” (informational)	Identify the central idea and relevant details in a text. Write personal narratives.	Words Stressed on the Antepenúltima e Syllable	Decodifican palabras multisilábicas. Diferencian y usan homógrafos, homófonos y	<i>Marcha hacia adelante</i> Sing song and practice performance.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

				términos que comúnmente se confunden.		
Day 22			Blends with <i>r</i> and <i>/</i>	Decodifican palabras multisilábicas. Escriben palabras multisilábicas.		
Day 23				Ordenan alfabéticamente una serie de palabras.		
Day 24	Synthesize Elements “Hoy” (poetry)	Identify plot structure and explain events. Write opinion pieces.	Blends with <i>r</i> and <i>/</i> Adjectives	Escriben palabras con prefijos y sufijos. Utilizan el guión corto para separar las sílabas de una palabra (ma-ri-po-sa).	<i>Marcha hacia adelante</i> Create props and perform.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Day 25	Culminating Activity “Tarjetas coleccionables”	Ask and answer questions about a text. Write explanatory narratives.	Reading and Writing	Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.	n/a	Tell a story with relevant, descriptive details, speaking audibly in coherent sentences.