

**Introduction (excerpt from TDOE)**

Literacy is a multi-faceted, complex relationship of interrelated skills. The ultimate goal of literacy instruction is for students to become proficient readers and writers. Before proficiency can be achieved, children must adequately develop the essential foundational skills during the early grades. The foundational literacy standards for Tennessee students are a progression beginning with foundational skills to the sophisticated application of oral and written language. These standards include: print concepts, phonological awareness, phonics and word recognition, word and sentence composition, and fluency.

The goal of the foundational reading skills is to develop fluent readers who are able to comprehend texts across a wide range of texts. To achieve this goal, children must be able to process words both accurately and efficiently and read with appropriate expression (Duke & Carlisle, 2011; Rasinski, Reutzel, Chard & Linan-Thompson, 2011). Fluent readers spend less time on word recognition, thereby freeing their cognitive resources to focus on sentence, paragraph, and passage comprehension.

Early writing foundations include sound-letter basics, spelling, elements of grammar, sentence composition, and the development of writing skills and habits. Instruction in grammar and sentence composition enables the communication of meaning and allows the writer to make deliberate choices about how ideas will be expressed. The grammatical characteristics of spoken language are different in significant ways from those of written language and are often learned through years of instruction and practice. In the early years, knowledge of these characteristics is formed through use in spoken and written situations. In writing, as with reading, accuracy and fluency with component skills enables young writers to focus on higher-level aspects of composition, such as topic focus and maintenance, word choice, and attentiveness to the reader. As children gain fluency and automaticity with spelling and sentence writing, their compositions tend to become longer and better constructed. When skills are automatic, more cognitive resources are available for consideration of audience, purpose, and the form in which ideas are expressed (Moats, 2015).

-Excerpt from TDOE

**Instructional Overview**

The Literacy Units for grades 3–5 were designed to help teachers build students' capacity to read, think, talk, and write about complex texts. The units address the reading standards for both literary and informational texts and the writing standards. Foundational reading and language also are addressed within the context of some lessons; however the Literacy Unit lessons alone do not provide enough time to meet the needs for Foundational Literacy.

To ensure that students receive adequate support building foundational reading and language skills, as well as sufficient time to meet the volume of reading required by the Standards, research suggests that an additional block of literacy instruction and skills practice is needed. This Foundational Literacy Scope and Sequence is designed to offer teachers options about how to organize an additional literacy block to comprehensively address the Foundational Literacy Standards beyond the Literacy Units.

Research suggests that students benefit from additional time spent on literacy skills instruction with differentiated support, so they can continue to acquire and practice the skills necessary in becoming proficient and independent readers, writers, speakers, and listeners. There are various ways to organize this time so teachers can pull small, guided groups and provide additional whole-class instruction on discrete skills, as deemed necessary by formative reading and writing assessments.

-Adapted from Expeditionary Learning

Current Tennessee Standards	Previous Tennessee Standards
<ul style="list-style-type: none"> <li>• <b>4.FL.PWR.3-</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RF.4.3-</b> Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>4.FL.WC.4-</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>New Standard</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>4.FL.F.5-</b> Read with sufficient accuracy and fluency to support comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RF.4.4-</b> Read with sufficient accuracy and fluency to support comprehension.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>4.FL.SC.6-</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L.4.1-</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <b>L.4.2-</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>4.FL.VA.7-</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>L.4.4-</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</li> </ul>

Assessments		
Summative Assessment	Formative Tasks	Extension Activities
<ul style="list-style-type: none"> <li>• Writing Journal</li> <li>• Published Student Work</li> <li>• Benchmark Assessments</li> <li>• Cold Reads</li> </ul>	<ul style="list-style-type: none"> <li>• Informal Assessment</li> <li>• Ongoing Formative Assessments- Spelling Development</li> <li>• Fluency Self-Assessment</li> <li>• MAPP Approach (Modeling, Assistance, Practice, Performance)</li> <li>• Writing Journal</li> <li>• Reading Logs</li> </ul>	<ul style="list-style-type: none"> <li>• Have word lists for sorting, games, and activities that are based on the stages of spelling development (syllables and affixes, and derivational relations)</li> <li>• Provide studies of common Greek and Latin roots, as well as prefixes and suffixes and how they affect the meanings of words</li> <li>• Include activities that allow students to determine spelling patterns and learn syllabication</li> </ul>

**Small Rotating Groups** (<https://eleducation.org/resources/k-5-language-arts-curriculum-all-block>)

**Additional Work with Complex Text-** Students work on the various aspects of text (meaning, language, structure, or knowledge) individually, with a partner, or with a teacher-led small group. This is an opportunity to provide additional instruction with the anchor text or supplemental text from their whole group unit.

**Reading and Speaking Fluency/GUM (Grammar)-** Students practice with oral reading, speaking with expression, and grammar rules.

- Reading and Speaking Fluency: Fluent readers are able to pay attention to the meaning of the text because they read with automaticity and they do not have to stop and decode words. Guidance on implementing fluency instruction is found at the following link. <https://www.engageny.org/resource/foundational-reading-and-language-standards-resources-package-for-grades-3-5>
- GUM (Grammar, Usage, and Mechanics)- It is important for students to learn the standard conventions of written English, including usage, mechanics, and capitalization and punctuation. Research tells us that the most useful way to teach these conventions is through the use of good models, as well as through the use of targeted mini lessons in the editing stages of writing. Guidance on model sentences can be found at the following link. <https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/sentence-composing.pdf?sfvrsn=4>

**Accountable Independent Reading (AIR)/Volume of Reading-** Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability comes from reading logs as well as from conversations with teachers and peers about what they are reading. Teachers should leverage school libraries, classroom libraries, and supplemental texts from whole group units to provide a variety of texts. Independent reading also affords students the opportunity to engage in voluminous reading in order to meet the demands of Standard 10 and to build knowledge around a topic. <https://www.engageny.org/resource/launching-independent-reading-in-grades-3-5-sample-plan>

**Word Study (Decoding, Spelling Principle, Vocabulary)-** Word study is a combination of phonics (decoding), spelling principle, and vocabulary instruction (Bear, Invernizzi, Templeton, & Jonston, 2000). Word study gives students an opportunity to investigate and understand patterns and word relationships and apply this knowledge to their reading and writing. Teachers should utilize the Journeys Decoding, Spelling, and Vocabulary lessons for explicit instruction and determine ways to provide students with access to those skills within a text.

**Writing Practice-** Writing fluency practice; quick-writes; additional practice with specific skills are all needed for students to become fluent with the writing structure and craft. Students need access to specific skills to hone in on their writing such as:

- Writing fluency: Fluent writers are comfortable with a grade-appropriate task and can sustain it for an appropriate amount of time.
- Writing to learn: Students need many opportunities to write brief summaries of what they think they know and to reflect on the significance of ideas that they have been working with.

Writing to communicate: Writing is a way that students can communicate their thinking to others in a clear, accurate, and effective way.

### Additional Foundational Literacy Sample Block

60 minutes per day- four differentiated groups rotate through each center outlined below

This schedule represents one possible way to organize a Foundational Literacy Instructional Block. It is a one-week schedule featuring both small-guided groups and independent center work that focuses on the foundational literacy standards. The schedule below represents a sample weekly schedule.

\*Note that the schedule itself simply shows how time is allocated to address various skills. For the skill named in each box, refer to the corresponding lesson that is a part of the Scope and Sequence (e.g., Spelling Principle, Decoding, etc.).

	Rotation (20 minutes) Teacher-Guided Homogeneous Grouping	Rotation (20 minutes) Work Station A Heterogeneous Grouping	Rotation (20 minutes) Work Station B Heterogeneous Grouping
<b>Day 1</b>	Reading and Speaking Fluency/ GUM	Word Study (Decoding, Spelling Principle, Vocabulary)	Writing Fluency
<b>Day 2</b>	Additional work with Complex Texts	Reading and Speaking Fluency/ GUM	Word Study (Decoding, Spelling Principle, Vocabulary)
<b>Day 3</b>	Word Study (Decoding, Spelling Principle, Vocabulary)	Writing Fluency	Reading and Speaking Fluency/ GUM
<b>Day 4</b>	Additional work with Complex Texts	Word Study (Decoding, Spelling Principle, Vocabulary)	Writing Fluency
<b>Day 5</b>	Writing Fluency	Reading and Speaking Fluency/ GUM	Word Study (Decoding, Spelling Principle, Vocabulary)

## Quarter 1- Foundational Literacy Scope and Sequence

Quarter 1 (August 6- October 5, 2018)				
Week 1- Lesson 1	Week 2- Lesson 2	Week 3- Lesson 3	Week 4- Lesson 4	Week 5- Flex
4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	<b>Review and Assess</b>
<b>Spelling Principle</b> Short a and Long a	<b>Spelling Principle</b> Short e and Long e	<b>Spelling Principle</b> Short i and Long i	<b>Spelling Principle</b> Short o and Long oo	
<b>Decoding</b> VCV Syllable Pattern*	<b>Decoding</b> Open and Closed Syllables	<b>Decoding</b> VCCV Syllable Pattern*	<b>Decoding</b> VCV and VCCV Syllable Patterns*	
<b>Vocabulary</b> Prefixes <i>re-</i> , <i>un-</i> , <i>dis-</i>	<b>Vocabulary</b> Prefixes <i>in-</i> , <i>im-</i> , <i>il-</i> , <i>ir-</i>	<b>Vocabulary</b> Using Context	<b>Vocabulary</b> Prefixes <i>non-</i> , <i>mis-</i>	
<b>Fluency</b> Accuracy and Self-Correction	<b>Fluency</b> Phrasing: Pauses	<b>Fluency</b> Accuracy	<b>Fluency</b> Intonation	
<b>Grammar Skill</b> What is a Sentence?	<b>Grammar Skill</b> Kinds of Sentences	<b>Grammar Skill</b> Quotations	<b>Grammar Skill</b> Fragments and Run- On Sentences	

Quarter 1 (August 6- October 5, 2018)			
Week 6- Lesson 5	Week 7- Lesson 6	Week 8- Lesson 7	Week 9- Lesson 8
4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7
<b>Spelling Principle</b> Homophones	<b>Spelling Principle</b> Vowel Sounds: Short u and Long u, /yoo/, /oo/	<b>Spelling Principle</b> Vowel Sounds: /oo/, /oo/	<b>Spelling Principle</b> Vowel Sounds: /ou/, /ô/
<b>Decoding</b> Homophones	<b>Decoding</b> Common Consonant Patterns: Digraphs	<b>Decoding</b> Common Consonant Patterns: Clusters	<b>Decoding</b> Stressed and Unstressed Syllables
<b>Vocabulary</b> Reference Materials	<b>Vocabulary</b> Suffixes <i>-y</i> , <i>-ous</i>	<b>Vocabulary</b> Greek and Latin Word Parts <i>phon</i> , <i>photo</i> , <i>graph</i> , <i>auto</i> , <i>tele</i>	<b>Vocabulary</b> Figurative Language
<b>Fluency</b> Expression	<b>Fluency</b> Expression	<b>Fluency</b> Phrasing: Punctuation	<b>Fluency</b> Stress
<b>Grammar Skill</b> Proper Nouns	<b>Grammar Skill</b> Verbs	<b>Grammar Skill</b> Verb Tenses	<b>Grammar Skill</b> Progressive Verb Tenses

\* Syllable pattern for dividing multisyllabic words

## Quarter 2- Foundational Literacy Scope and Sequence

### Quarter 2 (October 15- December 19, 2018)

Week 10- Flex	Week 11- Lesson 9	Week 12- Lesson 10	Week 13- Lesson 11	Week 14- Lesson 12
<b>Review and Assess</b>	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7
	<b>Spelling Principle</b>	<b>Spelling Principle</b>	<b>Spelling Principle</b>	<b>Spelling Principle</b>
	Vowel +/r/ Sounds	More Vowel + /r/ Sounds	Compound Words	Words with <i>-ed</i> , or <i>-ing</i>
	<b>Decoding</b>	<b>Decoding</b>	<b>Decoding</b>	<b>Decoding</b>
	Common Beginning Syllables	Vowel + r in Multi-Syllable Words	Compound Words	Base Words and Endings
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
	Antonyms	Shades of Meaning	Suffixes <i>-ful</i> , <i>-less</i> , <i>-ness</i> , <i>-ment</i>	Synonyms
	<b>Fluency</b>	<b>Fluency</b>	<b>Fluency</b>	<b>Fluency</b>
Accuracy	Intonation	Phrasing: Punctuation	Rate	
<b>Grammar Skill</b>	<b>Grammar Skill</b>	<b>Grammar Skill</b>	<b>Grammar Skill</b>	
Compound and Complex Sentences	Pronouns	Frequently Confused Words	Possessive Nouns	

### Quarter 2 (October 15- December 19, 2018)

Week 15- Flex	Week 16- Lesson 13	Week 17- Lesson 14	Week 18- Lesson 15	Week of December 18 <sup>th</sup>
<b>Review and Assess</b>	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7	<b>Review and Assess</b>
	<b>Spelling Principle</b>	<b>Spelling Principle</b>	<b>Spelling Principle</b>	
	More Words with <i>-ed</i> or <i>-ing</i>	Final Long e	Changing Final <i>y</i> to <i>i</i>	
	<b>Decoding</b>	<b>Decoding</b>	<b>Decoding</b>	
	Recognizing Common Word Parts	Recognizing Suffixes	Three-Syllable Words	
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	
	Greek and Latin Word Parts <i>spect</i> , <i>struct</i> , <i>tele</i> , <i>vis</i>	Suffixes <i>-able</i> , <i>-ible</i>	Using context	
	<b>Fluency</b>	<b>Fluency</b>	<b>Fluency</b>	
Phrasing: Pauses	Stress	Expression		
<b>Grammar Skill</b>	<b>Grammar Skill</b>	<b>Grammar Skill</b>		
Modal Auxiliaries	Participles	Irregular Verbs		

## Quarter 3- Foundational Literacy Scope and Sequence

### Quarter 3 (January 7- March 8, 2019)

Week 19- Lesson 16	Week 20- Flex	Week 21- Lesson 17	Week 22- Lesson 18	Week 23- Lesson 19
4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7	<b>Review and Assess</b>	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7
<b>Spelling Principle</b>		<b>Spelling Principle</b>	<b>Spelling Principle</b>	<b>Spelling Principle</b>
Spelling /k/, /ng/, and /kw/		Words with Final /j/ and /s/	Prefixes: re-, un-, dis-	Suffixes: -ful, -ly, -ness, -less, -ment
<b>Decoding</b>		<b>Decoding</b>	<b>Decoding</b>	<b>Decoding</b>
Sound/Spelling Changes		More Sound/ Spelling Changes	Recognizing Prefixes re-, un-, dis-	More Common Suffixes
<b>Vocabulary</b>		<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
Figurative Language		Suffixes -ion, -ation, -ition	Adages and Proverbs	Reference Materials
<b>Fluency</b>		<b>Fluency</b>	<b>Fluency</b>	<b>Fluency</b>
Rate	Intonation	Accuracy and Self-Correction	Stress	
<b>Grammar Skill</b>	<b>Grammar Skill</b>	<b>Grammar Skill</b>	<b>Grammar Skill</b>	
Adjectives	Adverbs	Prepositions and Prepositional Phrases	Relative Pronouns and Adverbs	

### Quarter 3 (January 7- March 8, 2019)

Week 24- Flex	Week 25- Lesson 20	Week 26- Lesson 21	Week 27- Lesson 22
<b>Review and Assess</b>	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7
	<b>Spelling Principle</b>	<b>Spelling Principle</b>	<b>Spelling Principle</b>
	Words from Other Languages	Words with VCV Pattern	Words with VCCV and VCV Patterns
	<b>Decoding</b>	<b>Decoding</b>	<b>Decoding</b>
	Words with VCCV Pattern*	VCV Pattern* and Word Parts	Syllable Patterns and Word Parts
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
	Shades of Meaning	Using Context	Adages and Proverbs
	<b>Fluency</b>	<b>Fluency</b>	<b>Fluency</b>
Phrasing: Punctuation	Accuracy	Phrasing: Pauses	
<b>Grammar Skill</b>	<b>Grammar Skill</b>	<b>Grammar Skill</b>	
Abbreviations	Comparative and Superlative Adjectives and Adverbs	Negatives	

\* Syllable pattern for dividing multisyllabic words

## Quarter 4- Foundational Literacy Scope and Sequence

### Quarter 4 (March 18- May 23, 2019)

Week 28- Lesson 23	Week 29- Lesson 24	Week 30- Lesson 25	Week 31- Lesson 26	Week 32- Flex
4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	<b>Review and Assess</b>
<b>Spelling Principle</b> Words with VCCV Pattern	<b>Spelling Principle</b> Words with VCCCV Pattern	<b>Spelling Principle</b> Words with VV Pattern	<b>Spelling Principle</b> Final Schwa + /r/ Sound	
<b>Decoding</b> Difficult VCCV Patterns*	<b>Decoding</b> VCCCV Pattern*	<b>Decoding</b> VV Pattern	<b>Decoding</b> Common Final Syllables	
<b>Vocabulary</b> Prefixes <i>pre-</i> , <i>inter-</i> , <i>ex-</i>	<b>Vocabulary</b> Suffixes <i>-ed</i> , <i>-ly</i>	<b>Vocabulary</b> Greek and Latin Word Parts <i>meter</i> , <i>therm</i> , <i>aud</i> , <i>fac</i>	<b>Vocabulary</b> Greek and Latin Word Parts	
<b>Fluency</b> Stress	<b>Fluency</b> Intonation	<b>Fluency</b> Adjust Rate to Purpose	<b>Fluency</b> Expression	
<b>Grammar Skill</b> Punctuation	<b>Grammar Skill</b> Commas	<b>Grammar Skill</b> Proper Mechanics	<b>Grammar Skill</b> Making Comparisons	

### Quarter 4 (March 18- May 23, 2019)

Week 33- Lesson 27	Week 34- Lesson 28	Week 35- Lesson 29	Week 36- Lesson 30	Week of May 21 <sup>st</sup>
4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6, 4.FL.VA.7	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	4.FL.PWR.3, 4.FL.WC.4, 4.FL.F.5, 4.FL.SC.6	<b>Review and Assess</b>
<b>Spelling Principle</b> Final Schwa + /l/ Sound	<b>Spelling Principle</b> Three-Syllable Words	<b>Spelling Principle</b> Words with Silent Consonants	<b>Spelling Principle</b> Unusual Spellings	
<b>Decoding</b> More Final Syllables	<b>Decoding</b> Stress in Multi-syllable Words	<b>Decoding</b> Words with Silent Consonants	<b>Decoding</b> Unusual Spellings	
<b>Vocabulary</b> Analogies	<b>Vocabulary</b> Prefixes <i>con-</i> , <i>com-</i> , <i>in-</i> , <i>im-</i>	<b>Vocabulary</b> Word Origins	<b>Vocabulary</b> Suffixes <i>-er</i> , <i>-or</i> , <i>-ist</i>	
<b>Fluency</b> Phrasing: Punctuation	<b>Fluency</b> Rate	<b>Fluency</b> Phrasing: Pauses	<b>Fluency</b> Accuracy and Self-Correction	
<b>Grammar Skill</b> More Comparisons	<b>Grammar Skill</b> Possessive Pronouns	<b>Grammar Skill</b> Correct Pronouns	<b>Grammar Skill</b> Pronoun Contractions	

\* Syllable pattern for dividing multisyllabic words