

Tri 1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1			
Week 2	3.RF.3	Know and use more difficult word families when reading unfamiliar words.	
	3.RC.1	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: d. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents	
Week 3	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.RC.1	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: d. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents	
Week 4	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.RC.3	Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: d. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents	
Week 5	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.RC.3	Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: d. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents	
	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.RC.11	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	

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Week	Indicator	Standard	Assessment
Week 6	3.W.7	Demonstrate command of English grammar and usage, focusing on: d. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents	
End of Grading Period			
Week 7	3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	
	3.RC.11	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents	
Week 8	3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	
	3.RC.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	
	3.W.4	Write narrative compositions in a variety of forms that: a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending. (E)	
Week 9	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	
	3.RF.3	Know and use more difficult word families when reading unfamiliar words.	
	3.RC.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	
	3.W.4	Write narrative compositions in a variety of forms that: a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending. (E)	
	3.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	

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Week	Indicator	Standard	Assessment
Week 10	3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	
	3.RC.12	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	
	3.W.4	Write narrative compositions in a variety of forms that: a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending. (E)	
Week 11	3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	
	3.RC.12	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	
	3.W.4	Write narrative compositions in a variety of forms that: a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending. (E)	
Week 12	3.RC.12	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)	
	3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	
	3.W.4	Write narrative compositions in a variety of forms that: a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.	

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1	3.RC.8	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)	
	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.	
Week 2	3.RC.8	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)	
	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.	
Week 3	3.RC.8	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)	
	3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	
	3.RC.6	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents	
Week 4	3.RC.8	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)	
	3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	
	3.RC.6	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	
	3.W.3	Write informative compositions on a variety of topics that: a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents	
	3.RC.5	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)	
	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	
	3.RF.3	Know and use more difficult word families when reading unfamiliar words.	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
Week 5	3.W.3	Write informative compositions on a variety of topics that: a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents	
Week 6	3.RC.5	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)	
	3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	
	3.W.3	Write informative compositions on a variety of topics that: a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. (E)	
End of Grading Period			
Week 7	3.RC.5	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)	
	3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	
	3.W.3	Write informative compositions on a variety of topics that: a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. (E)	
Week 8	3.RC.7	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	
	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	
	3.W.3	Write informative compositions on a variety of topics that: a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. (E)	
Week 9	3.RC.7	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	
	3.RF.4	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions and possessives. (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	
	3.W.3	Write informative compositions on a variety of topics that: a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. (E)	
Week 10	3.RC.9	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	
	3.RF.4	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions and possessives. (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: c. Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.	
	3.W.3	Write informative compositions on a variety of topics that: a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.	

Tri 2: Curriculum Map

Week	Indicator	Standard	Assessment
	3.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: b. Punctuation – I. Correctly using apostrophes to form contractions and singular and plural possessives. II. Using quotation marks to mark direct speech. III. Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle).	
Week 11	3.RC.9	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	
	3.RF.4	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions and possessives. (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: c. Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.	
	3.W.2	Write persuasive compositions in a variety of forms that: a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.	
Week 12	3.RC.10	Compare and contrast the most important points and key details presented in two texts on the same topic.	
	3.RF.3	Know and use more difficult word families when reading unfamiliar words.	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: c. Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.	
	3.W.2	Write persuasive compositions in a variety of forms that: a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. (E)	
Week 13	3.RC.10	Compare and contrast the most important points and key details presented in two texts on the same topic.	
	3.RF.3	Know and use more difficult word families when reading unfamiliar words.	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: c. Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.	
	3.W.2	Write persuasive compositions in a variety of forms that: a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. (E)	

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1			
Week 2	3.RC.4	Distinguish personal point of view from that of the narrator or those of the characters.	
	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: c. Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.	
	3.W.2	Write persuasive compositions in a variety of forms that: a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. (E)	
Week 3	3.RC.4	Distinguish personal point of view from that of the narrator or those of the characters.	
	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.W.7	Demonstrate command of English grammar and usage, focusing on: c. Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.	
	3.W.2	Write persuasive compositions in a variety of forms that: a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. (E)	
Week 4	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.W.2	Write persuasive compositions in a variety of forms that: a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.	
Week 5	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.	
Week 6	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.W.6	Conduct research on a topic. a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through interviews. c. Recognize that some sources may be more reliable than others. d. Record relevant information in their own words. e. Present the information, choosing from a variety of formats. (E)	
	3.W.5	Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.	
End of Grading Period			
Week 7	3.RC.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)	
	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.W.6	Conduct research on a topic. a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through interviews. c. Recognize that some sources may be more reliable than others. d. Record relevant information in their own words. e. Present the information, choosing from a variety of formats. (E)	
Week 8	3.RC.8	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)	
	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.W.6	Conduct research on a topic. a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through interviews. c. Recognize that some sources may be more reliable than others. d. Record relevant information in their own words. e. Present the information, choosing from a variety of formats. (E)	

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 9	3.RC.8	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)	
	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.W.6	Conduct research on a topic. a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through interviews. c. Recognize that some sources may be more reliable than others. d. Record relevant information in their own words. e. Present the information, choosing from a variety of formats. (E)	
Week 10	3.RC.5	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)	
Week 11	3.RC.10	Compare and contrast the most important points and key details presented in two texts on the same topic.	
Week 12			