

Tri 1: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1 08/26/24	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.RC.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (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.	
	3.W.7	Demonstrate command of English grammar and usage	
	3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	
Week 2 9/2/24	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.1	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)	
	3.RC.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (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.	
	3.W.7	Demonstrate command of English grammar and usage	
	3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	
Week 3 9/9/24	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.1	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (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.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	
	3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	
Week 4 9/16/24	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.1	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)	
	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.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	
	3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	
Week 5 9/23/24	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.RC.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (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.	
	3.W.7	Demonstrate command of English grammar and usage	
	3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	

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Week	Indicator	Standard	Assessment
Week 6 9/30/24	3.RF.4	Read multisyllabic words composed of roots, related prefixes, and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (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.RC.3	Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot	
	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	
	3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	
	3.RC.4	Distinguish personal point of view from that of the narrator or those of the characters.	
End of Grading Period			
Week 7 10/7/24	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.RC.3	Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot	
	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	
	3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	
	3.RC.4	Distinguish personal point of view from that of the narrator or those of the characters.	
Week 8 10/14/24 Checkpoint	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.RC.3	Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot	
	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	
	3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	
	3.RC.4	Distinguish personal point of view from that of the narrator or those of the characters.	
Week 9 10/21/24			
Week 10 10/28/24			

Tri 1: Curriculum Map			
Week	Indicator	Standard	Assessment
Week 11 11/4/24			
Week 12 11/11/24			

Tri 2: Curriculum Map

	Indicator	Standard	Assessment
Week 1 11/11/24	review		
Week 2 11/18/24	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.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.	
Week 3 11/25/24	Review		
Week 4 12/2	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.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.W.7	Demonstrate command of English grammar and usage.	
Week 5 12/9/24	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.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.W.3	Write informative compositions on a variety of topics	
Week 6 12/16/24	review		

Tri 2: Curriculum Map

	Indicator	Standard	Assessment
Iready			
Week 7 1/6/25	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.W.7	Demonstrate command of English grammar and usage.	
	3.RF.4	Read multisyllabic words composed of roots, related prefixes, and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)	
	3.W.4	Write narrative compositions in a variety of forms	
	3.W.5	Apply the writing process	
	3.W.8	Demonstrate command of capitalization, punctuation, and spelling	
Week 7 1/13	3.RC.9	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	
	3.RC.10	Compare and contrast the most important points and key details presented in two texts on the same topic.	
	3.W.7	Demonstrate command of English grammar and usage.	
	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.W.4	Write narrative compositions in a variety of forms	
	3.W.5	Apply the writing process	
	3.W.8	Demonstrate command of capitalization, punctuation, and spelling	
Week 8 1/20	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.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.	
	3.W.4	Write narrative compositions in a variety of forms	
	3.W.5	Apply the writing process	
	3.RF.4	Read multisyllabic words composed of roots, related prefixes, and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)	
	3.RC.13	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	
End of Grading Period			
Week 9 1/27/25	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.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.W.7	Demonstrate command of English grammar and usage.	
	3.W.4	Write narrative compositions in a variety of forms	
	3.W.5	Apply the writing process	
	3.W.8	Demonstrate command of capitalization, punctuation, and spelling	
Week 10 2/3/25	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.RC.5	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)	
	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.W.7	Demonstrate command of English grammar and usage.	

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Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
Week 1 3/3/25	REVIEW		
Week 2 3/10/25	3.RC.12	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (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.4	Write narrative compositions in a variety of forms	
	3.W.5	Apply the writing process	
	3.W.8	Demonstrate command of capitalization, punctuation, and spelling	
	3.W.7	Demonstrate command of English grammar and usage.	
Week 3 3/17/25	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	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.W.4	Write narrative compositions in a variety of forms	
	3.W.5	Apply the writing process	
	3.W.7	Demonstrate command of English grammar and usage.	
	3.W.8	Demonstrate command of capitalization, punctuation, and spelling	
Week 4 3/24/25	REVIEW		
Week 5 4/7/25	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	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.W.6	Conduct research on a topic.	
	3.W.5	Apply the writing process	
	3.W.7	Demonstrate command of English grammar and usage.	
Week 6 4/14/25	REVIEW		

Tri 3: Curriculum Map

Week	Indicator	Standard	Assessment
End of Grading Period			
Week 7 4/21/25	REVIEW		
Week 8 4/28/25	3.RF.4	Read multisyllabic words composed of roots, related prefixes, and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)	
	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.W.6	Conduct research on a topic.	
	3.W.5	Apply the writing process	
	3.W.7	Demonstrate command of English grammar and usage.	
Week 9 5/5/25	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.RC.4	Distinguish personal point of view from that of the narrator or those of the characters.	
	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.5	Apply the writing process	
	3.W.6	Conduct research on a topic.	
Week 10 5/12/25	3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	
	3.RC.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (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.5	Apply the writing process	
	3.W.6	Conduct research on a topic.	
Week 11 5/19/25	REVIEW		
	REVIEW		

Tri 3: Curriculum Map			
Week	Indicator	Standard	Assessment
Week 12 5/26/25			