



Curriculum Maps: Grade 3

How to read curriculum maps

The numbers in the top row of the curriculum map correspond to the months of the school year. For example, if your school year begins in September, then September would be month 1 on the map. If your school year begins in August, then August would be month one.

The shaded boxes marked with "X" represent the months in which a particular skill should be taught.

The map can be read using either a "horizontal trace" or a "vertical trace". To do a horizontal trace, you select a skill you are interested in, then trace across the row to find the months marked with an "X" for that skill. This will tell you which months a skill should be taught. To perform a vertical trace, select a particular month, then trace down the column to find the shaded boxes. The shaded boxes correspond to the skills that should be taught that month.

Curriculum maps are organized by grade and big idea. Within each big idea, there are multiple objectives children should accomplish. It is important to note that these are time-sensitive maps in the sense that the skills children should master are linked to particular points in time during the academic year. These skills are cumulative and developmental. One of the features that can help teachers prioritize skills are items with an asterisk that are considered more important than others. This doesn't mean that the other skill areas don't need to be taught, but the asterisk items should be given priority.

Curriculum Maps are included for the following big ideas:

Third Grade

Alphabetic Principle

Spelling

Fluency

Vocabulary

Comprehension



Curriculum Maps: Grade 3

Mapping of Instruction to Achieve Instructional Priorities
Third Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
* 1a: Produces common word parts	X	X							
* 1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X

Instructional Priority: Fluency	1	2	3	4	5	6	7	8	9
Focus 3: Reading Connected Text									
* 3a: Reads 110-120 wpm	77 ^a	X	X	X	92 ^a	X	X	X	110 ^a
3b: Reads with phrasing, expression, and inflection	X	X	X						
* 3c: Increases independent reading	5 ^b	10	10	15	15	20	20	25	30

* High priority skill

a. DIBELS ORF Score

b. Minutes per day



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Mapping of Instruction to Achieve Instructional Priorities
Third Grade

Instructional Priority: Spelling	1	2	3	4	5	6	7	8	9
Focus 1: Word Spelling									
* 1a: Spells phonetically regular words correctly	X								
1b: Spells previously studied contractions, possessives, compound words, and words with inflectional endings		X	X	X	X	X			
1c: Organizes words in alphabetical order			X	X	X				
1d: Uses the dictionary or glossary to confirm and correct uncertain spellings					X	X	X		

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities
Third Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly complex words into sets and groups	X	X	X	X	X	X	X	X	X
1b: Categorizes words hierarchically	X	X	X	X	X	X	X	X	X
1c: Draws and uses semantic maps and organizers to convey word relations	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and passages	X	X	X	X	X	X	X	X	X
* 2b: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2c: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2d: Uses more descriptive vocabulary	X	X	X	X	X	X	X	X	X
2e: Determines the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2f: Uses dictionary to determine word meaning	X	X	X	X	X	X	X	X	X
2g: Uses knowledge of prefixes and suffixes to determine word meaning	X	X	X	X	X	X	X	X	X

* High priority skill



Curriculum Maps: Grade 3

Mapping of Instruction to Achieve Instructional Priorities
Third Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
* 1a: Answers literal ^L , inferential ^I , and evaluative ^E questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		X	X						
* 1c: Answers questions about main characters ^{MC} , setting ^S , theme ^T , and plot ^P	MC S	MC S	MC S,P	MC S,P	MC S,P,T	X	X	X	X
1d: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X				
* 1e: Distinguishes main idea/details ^{MD} ; fact/opinion ^{FO} ; cause/effect ^{CE}	MD	MD	FO	FO	CE	CE	X	X	X
Focus 2: Comprehending Informational Text									
* 2a: Uses structure of informational text to aid understanding			X	X	X				
* 2b: Uses information in tables, graphs, diagrams, maps, and charts					X	X	X		
2c: Follows multiple-step written instructions	X	X	X	X	X	X	X	X	X
Focus 3: Comprehension Monitoring									
3a: Checks and adjusts for understanding while reading	X	X	X	X	X	X	X	X	X
3b: Interacts with stories and text to clarify and extend comprehension	X	X	X	X	X	X	X	X	X
Focus 4: Retelling, Summarizing, Synthesizing									
* 4a: Retells the main ideas of stories or informational text	X	X	X	X	X	X	X	X	X
4b: Recalls the correct sequence of events in a story ^S or informational passage ^I	S	S	I	I	X	X	X	X	X
4c: Draws conclusions ^C and generalizations ^G	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections	X	X	X	X	X	X	X	X	X

* High priority skill



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