

Quarter 1

Teaching Window: 9/15 - 10/1 MasteryConnect Windows:				
Quick Write Unit 1 September 14 – September 28 Published Writing Unit 2 September 28 – October 10 Check In Unit 2 September 28 – October 10 Reading Scrimmage Quarter 1 October 1 – October 15				
MLS Code	Standards	Standards taught through 1 st Quarter READ ALOUDS	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.R.1.A.b	AS	I can draw conclusions and support with textual evidence.	All	
3.R.2.A	AS	I can develop and apply skills and strategies to comprehend, analyze, and evaluate genres from a variety of cultures and times. (Teacher note: fiction, poetry, drama)	All	
3.R.3.A	AS	I can develop and apply skills and strategies to comprehend, analyze, and evaluate genres from a variety of cultures and times. (Teacher note: nonfiction)	All	
3.SL.1.A	AS	I can listen purposefully to develop and apply effective listening skills and strategies in formal and informal settings.	All	
3.SL.1.A.b	AS	I can ask questions to check for understanding, staying on topic, and linking comments to remarks of others.	All	
3.SL.3.A	AS	I can speak clearly and effectively in collaborative discussions.	All	
3.SL.4.A.e	AS	I can use academic language and conventions.	All	
3.R.3.B.d	FS	I can read, infer, analyze, and draw conclusions to explain examples of sound devices, literal and nonliteral meanings, and figurative language.	1, 2, 3, 4, 5	
3.R.1.B.d		I can read, infer, analyze, and draw conclusions to distinguish the literal and nonliteral meanings of words and phrases in context.		
3.SL.2.A.a		I can develop and apply effective listening skills and strategies by demonstrating active listening according to classroom expectations.		
3.R.2.C.b		I can read, infer, and draw conclusions to identify and describe language that creates a graphic visual experience and appeals to the	2, 3, 4	

		senses.		
MLS Code	Standards	Standards taught through 1 st Quarter SHARED READING	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.R.1.A	AS	I can develop and apply comprehension skills to the reading process by using illustrations, monitoring comprehension, and summarizing a story's beginning, middle, and end to determine the central message, lesson, or theme.	All	
3.R.1.C	AS	I can make text connections in the reading process across all genres.	All	
3.R.1.D.a 3.R.1.D.b	AS	I can read independently for multiple purposes, develop stamina with just-right books, and produce evidence of reading.	All	
3.R.2.A.d	AS	I can read, infer, analyze, and draw conclusions to paraphrase the big ideas/themes and supporting details of texts.	All	
3.RF.4.A.a	AS	I can read appropriate texts with fluency, purpose, and for comprehension.	All	
3.R.2.A.c	FS	I can read, infer, analyze, and draw conclusions to describe the interaction of characters.	2, 3, 8	
3.R.1.B.g		I can discuss analogies.		
3.R.2.B.b		I can read, infer, and draw conclusions to identify basic forms of poetry.		
MLS Code	Standards	Standards taught through 1 st Quarter WORD STUDY/PHONICS/SPELLING/LANGUAGE	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.R.1.B.b	AS	I can develop and apply vocabulary skills to determine the meaning of unfamiliar words by using context clues and conversational and academic phrases.	All	
3.RF.3.A 3.RF.3.A.e 3.RF.3.A.f	AS	I can understand how English is written and read by applying phonics to decode known, unknown, multisyllabic words, and irregularly spelled high frequency words.	All	
3.L.1.A 3.L.1.B	AS	I can communicate using conventions of English language applying standard English grammar and appropriate punctuation, capitalization, and spelling in speech and written form.	All	
3.L.1.B.f 3.L.1.B.g	FS	I can capitalize proper nouns.		2, 4
3.L.1.B.h		I can use spelling patterns and generalizations to spell compound		

		words.		
3.L.1.B.k		I can consult reference materials to check and correct spellings.		2, 3, 4, 5, 6, 7, 8
3.L.1.B.l		I can arrange words in alphabetical order to the third letter.		
3.R.1.B.f		I can develop an understanding of vocabulary by using a dictionary or a glossary to determine the meanings, syllabication, and annunciation of unknown words.		2
MLS Code	Focus Standards	Standards taught through 1st Quarter WRITING	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.W.1.A	AS	I can apply the writing process to plan a first draft by using a pre-writing strategy.		All
3.W.1.B 3.W.1.B.a 3.W.1.B.b 3.W.1.B.c 3.W.1.B.d	AS	I can develop a multi-paragraph draft from pre-writing with a main idea, topic and supporting sentences, and a sequence of events with a clear beginning, middle, and end to address appropriate audiences.		All
3.W.1.C 3.W.1.C.a 3.W.1.C.b	AS	I can develop and strengthen writing by rereading, revising, and editing drafts with assistance from adults/peers.		All
3.W.1.D 3.W.1.D.a	AS	I can produce, publish, and share writing using a variety of conventional tools and technology, and collaborate with others.		All
3.L.1.B.a		I can write legibly in print and cursive.		2
3.W.2.C.a		I can write fiction and nonfiction narratives for audience and purpose. (Teacher note: assessed in Quarter 2)		3, 4

Quarter 2				
Teaching Window: 10/8-12/7				
MasteryConnect Windows:				
Published Writing Unit 3 November 9 – November 30 Check In Unit 3 November 9 – November 30 Quick Write Unit 4 December 3 – December 21 Reading Scrimmage Quarter 2 December 10 – January 11				
MLS Code	Focus Standards	Standards taught through 2nd Quarter READ ALOUDS	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.R.1.A.b	AS	I can draw conclusions and support with textual evidence.	All	
3.R.2.A	AS	I can develop and apply skills and strategies to comprehend, analyze, and evaluate <u>genres</u> from a variety of cultures and times. (Teacher note: fiction, poetry, drama)	All	
3.R.3.A	AS	I can develop and apply skills and strategies to comprehend, analyze, and evaluate <u>genres</u> from a variety of cultures and times. (Teacher note: nonfiction)	All	
3.SL.1.A	AS	I can listen purposefully to develop and apply effective listening skills and strategies in formal and informal settings.	All	
3.SL.1.A.b	AS	I can ask questions to check for understanding, staying on topic, and linking comments to remarks of others.	All	
3.SL.3.A	AS	I can speak clearly and effectively in collaborative discussions.	All	
3.SL.4.A.e	AS	I can use academic language and conventions.	All	
3.R.2.A.f	FS	I can read, infer, analyze, and draw conclusions to explain cause and effect relationships.	3, 4, 8	
3.R.2.A.b		I can read, infer, analyze, and draw conclusions to describe the personality traits of characters from their thoughts, words, and actions.	1, 2, 3, 4, 8	
3.R.3.C.b		I can read, infer, and draw conclusions to describe and explain the relationship between problems and solutions.		

MLS Code	Focus Standards	Standards taught through 2 nd Quarter SHARED READING	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.R.1.A	AS	I can develop and apply comprehension skills to the reading process by using illustrations, monitoring comprehension, and summarizing a story's beginning, middle, and end to determine the central message, lesson, or theme.	All	
3.R.1.C	AS	I can make text connections in the reading process across all genres.	All	
3.R.1.D.a 3.R.1.D.b	AS	I can read independently for multiple purposes, develop stamina with just-right books, and produce evidence of reading.	All	
3.R.2.A.d	AS	I can read, infer, analyze, and draw conclusions to paraphrase the big ideas/themes and supporting details of texts.	All	
3.RF.4.A.a	AS	I can read appropriate texts with fluency, purpose, and for comprehension.	All	
3.R.2.A.g	FS	I can read, infer, analyze, and draw conclusions to distinguish own point of view from that of the narrator or those of the characters.	2, 3, 4	
3.R.2.A.e	FS	I can compare and contrast the key elements in various types of fiction.		
3.R.1B.h		I can determine the meaning of the author's use of similes and metaphors to produce imagery.	4, 5	
MLS Code	Focus Standards	Standards taught through 2 nd Quarter Word Study/Phonics/Spelling/Language	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.R.1.B.b	AS	I can develop and apply vocabulary skills to determine the meaning of unfamiliar words by using context clues and conversational and academic phrases.	All	
3.RF.3.A 3.RF.3.A.e 3.RF.3.A.f	AS	I can understand how English is written and read by applying phonics to decode known, unknown, multisyllabic words, and irregularly spelled high frequency words.	All	
3.L.1.A 3.L.1.B	AS	I can communicate using conventions of English language applying standard English grammar and appropriate punctuation, capitalization, and spelling in speech and written form.	All	

3.L.1.A.a 3.L.1.A.b 3.L.1.A.d	FS	I can communicate using conventions of English language in speech and written form involving: <ul style="list-style-type: none"> ▪ Regular and irregular verbs ▪ Simple verb tenses ▪ Helping verbs with irregular verbs ▪ Comparative, demonstrative, superlative adjectives and adverbs 		2, 4, 5
3.L.1.B.b		I can use an apostrophe to form possessive nouns.		3
3.L.1.B.c 3.L.1.B.d		I can properly capitalize and punctuate dialogue.		4
MLS Code	Focus Standards	Standards taught through 2nd Quarter WRITING	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.W.1.A	AS	I can apply the writing process to plan a first draft by using a pre-writing strategy.		All
3.W.1.B 3.W.1.B.a 3.W.1.B.b 3.W.1.B.c 3.W.1.B.d	AS	I can develop a multi-paragraph draft from pre-writing with a main idea, topic and supporting sentences, and a sequence of events with a clear beginning, middle, and end to address appropriate audiences.		All
3.W.1.C 3.W.1.C.a 3.W.1.C.b	AS	I can develop and strengthen writing by rereading, revising, and editing drafts with assistance from adults/peers.		All
3.W.1.D 3.W.1.D.a	AS	I can produce, publish, and share writing using a variety of conventional tools and technology, and collaborate with others.		All
3.W.2.C 3.W.2.C.b 3.W.2.C.d 3.W.2.C.e	FS	I can compose a well-developed narrative/literary text for audience and purpose using narrative techniques involving: <ul style="list-style-type: none"> ▪ Dialogue and descriptions ▪ Event sequence to establish beginning, middle, and end ▪ Transition words and phrases ▪ Relevant words related topic, audience, and purpose 		3, 4

Quarter 3				
Teaching Window: 1/8-3/1				
MasteryConnect Windows:				
Published Writing Unit 5 February 1 – February 22 Check In Unit 5 February 1 – February 22 Quick Write Unit 6 February 22 – March 8 Reading Scrimmage Quarter 3 March 4 – March 13				
MLS Code	Focus Standards	Standards taught through 3rd Quarter READ ALOUDS	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.R.1.A.b	AS	I can draw conclusions and support with textual evidence.	All	
3.R.2.A	AS	I can develop and apply skills and strategies to comprehend, analyze, and evaluate <u>genres</u> from a variety of cultures and times. (Teacher note: fiction, poetry, drama)	All	
3.R.3.A	AS	I can develop and apply skills and strategies to comprehend, analyze, and evaluate <u>genres</u> from a variety of cultures and times. (Teacher note: nonfiction)	All	
3.SL.1.A	AS	I can listen purposefully to develop and apply effective listening skills and strategies in formal and informal settings.	All	
3.SL.1.A.b	AS	I can ask questions to check for understanding, staying on topic, and linking comments to remarks of others.	All	
3.SL.3.A	AS	I can speak clearly and effectively in collaborative discussions.	All	
3.SL.4.A.e	AS	I can use academic language and conventions.	All	
3.R.3.C.a	FS	I can read, infer, and draw conclusions to describe relationships among events, ideas, concepts, and cause and effect in text. (Teacher note: text structures)	5, 6, 7	
3.R.3.B.a		I can read, infer, analyze, and draw conclusions to distinguish the difference between biography and autobiography.		

MLS Code	Focus Standards	Standards taught through 3 rd Quarter Shared Reading	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.R.1.A	AS	I can develop and apply comprehension skills to the reading process by using illustrations, monitoring comprehension, and summarizing a story's beginning, middle, and end to determine the central message, lesson, or theme.	All	
3.R.1.C	AS	I can make text connections in the reading process across all genres.	All	
3.R.1.D.a 3.R.1.D.b	AS	I can read independently for multiple purposes, develop stamina with just-right books, and produce evidence of reading.	All	
3.R.2.A.d	AS	I can read, infer, analyze, and draw conclusions to paraphrase the big ideas/themes and supporting details of texts.	All	
3.RF.4.A.a	AS	I can read appropriate texts with fluency, purpose, and for comprehension.	All	
3.R.3.A.b	FS	I can identify the details or facts that support the main idea. (Teacher note: text features)	6, 7, 8	
3.R.3.B.b	FS	I can distinguish fact from opinion.	7	
3.R.3.C.e	FS	I can compare and contrast the most important points and key details in texts on the same topic.	7, 8	
3.R.1.B.c		I can read, infer, and draw conclusions using homographs and homophones. (Teacher note: text structures)	1, 6	
3.R.3.A.c		I can use text and graphic features to locate information and to make and verify predictions. (Teacher notes: text features)	6, 8	
3.R.3.A.d 3.R.3.A.e		I can follow and explain a set of written multi-step directions and describe the relationship between events, ideas, concepts, or steps. (Teacher note: text features)	2, 3, 4, 5, 6, 7, 8	

3.R.3.C.c		I can use information gained from illustrations and words to demonstrate understanding of the text. (Teacher note: text structures)	6	
3.R.4.A 3.R.4.A.a 3.R.4.A.b 3.R.4.A.d		I can comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning by: <ul style="list-style-type: none"> ▪ Understanding how communication changes when moving from one genre of media to another ▪ Explaining how various design techniques used in media influence the message ▪ Identifying text structures and graphics features of a web page 		

MLS Code	Focus Standards	Standards taught through 3 rd Quarter WORD STUDY/PHONICS/SPELLING/LANGUAGE	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.R.1.B.b	AS	I can develop and apply vocabulary skills to determine the meaning of unfamiliar words by using context clues and conversational and academic phrases.	All	
3.RF.3.A 3.RF.3.A.e 3.RF.3.A.f	AS	I can understand how English is written and read by applying phonics to decode multisyllabic words and irregularly spelled high frequency words.	All	
3.L.1.A 3.L.1.B	AS	I can communicate using conventions of English language applying standard English grammar and appropriate punctuation, capitalization, and spelling in speech and written form.	All	
3.L.1.A.f	FS	I can produce a variety of simple and compound sentences involving: <ul style="list-style-type: none"> ▪ Imperative sentences ▪ Exclamatory sentences ▪ Declarative sentences ▪ Interrogative sentences 		6
3.L.1.A.g	FS	I can use 1 st , 2 nd , and 3 rd person pronouns.		5
3.RF.3.A.d		I can develop phonics in the reading process by using the meaning of homophones in the reading process.	2, 6	
3.L.1.B.e		I can use commas for the greeting and closing of a friendly letter.		3, 4, 5, 6, 7, 8, 9
MLS Code	Focus Standards	Standards taught through 3 rd Quarter WRITING	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.W.1.A	AS	I can apply the writing process to plan a first draft by using a pre-writing strategy.		All
3.W.1.B 3.W.1.B.a 3.W.1.B.b 3.W.1.B.c 3.W.1.B.d	AS	I can develop a multi-paragraph draft from pre-writing with a main idea, topic and supporting sentences, and a sequence of events with a clear beginning, middle, and end to address appropriate audiences.		All
3.W.1.C 3.W.1.C.a 3.W.1.C.b	AS	I can develop and strengthen writing by rereading, revising, and editing drafts with assistance from adults/peers.		All

3.W.1.D 3.W.1.D.a	AS	I can produce, publish, and share writing using a variety of conventional tools and technology, and collaborate with others.		All
3.W.2.B 3.W.2.B.a 3.W.2.B.b 3.W.2.B.c 3.W.2.B.d 3.W.2.B.e 3.W.2.B.f	FS	I can write informative/explanatory texts that introduce a topic or text being studied by: <ul style="list-style-type: none"> ▪ Developing a topic with simple facts, definitions, details, and explanations ▪ Using relevant words that are related to the topic, audience, and purpose ▪ Using original language except when quoting from a source ▪ Using transition words to connect ideas within categories of information Creating a concluding statement or paragraph		5, 6
3.W.2.A.d 3.W.2.A.e		I can use original language except when citing references and direct quotations.		
3.W.3.A. 3.W.3.A.a 3.W.3.A.b 3.W.3.A.c 3.W.3.A.d 3.W.3.A.e 3.W.3.A.f 3.W.3.A.g 3.W.3.A.h		I can research to gather, analyze, evaluate, and use information from a variety of sources by: <ul style="list-style-type: none"> ▪ Applying the research process to generate a list of subject appropriate topics ▪ Creating an individual question about a topic ▪ Deciding what sources of information might be relevant to answer these questions ▪ Locating information in reference texts, electronic resources, interviews, or visual sources, literary and informational texts ▪ Determining the accuracy and relevance of the information related to a selected question ▪ Taking simple notes in own words and sort evidence ▪ Using quotation marks to denote direct quotations when recording specific words and sentences from a source ▪ Creating a resource page from notes 		5

Quarter 4				
Teaching Window: 3/11 – 5/6				
MasteryConnect Windows:				
Published Writing Unit 7 April 5 – April 29 Check In Unit 8 April 26 – May 17 Quick Write Unit 8 April 26 – May 17 Reading Scrimmage Quarter 4 May 6 – May 20				
MLS Code	Focus Standards	Standards taught through 4 th Quarter READ ALOUDS	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.R.1.A.b	AS	I can draw conclusions and support with textual evidence.	All	
3.R.2.A	AS	I can develop and apply skills and strategies to comprehend, analyze, and evaluate <u>genres</u> from a variety of cultures and times. (Teacher note: fiction, poetry, drama)	All	
3.R.3.A	AS	I can develop and apply skills and strategies to comprehend, analyze, and evaluate <u>genres</u> from a variety of cultures and times. (Teacher note: nonfiction)	All	
3.SL.1.A	AS	I can listen purposefully to develop and apply effective listening skills and strategies in formal and informal settings.	All	
3.SL.1.A.b	AS	I can ask questions to check for understanding, staying on topic, and linking comments to remarks of others.	All	
3.SL.3.A	AS	I can speak clearly and effectively in collaborative discussions.	All	
3.SL.4.A.d	AS	I can use academic language and conventions.	All	
3.R.3.C.d	FS	I can explain author's purpose.	8	
3.R.2.A.a		I can read, infer, analyze, and draw conclusions to summarize and sequence events/plot and explain how past events impact future events.	8	
3.R.2.C.a		I can read, infer, draw conclusions, to explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed. (Teacher note: drama)	8	

MLS Code	Focus Standards	Standards taught through 4 th Quarter SHARED READING	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.R.1.A	AS	I can develop and apply comprehension skills to the reading process by using illustrations, monitoring comprehension, and summarizing a story's beginning, middle, and end to determine the central message, lesson, or theme.	All	
3.R.1.C	AS	I can make text connections in the reading process across all genres.	All	
3.R.1.D.a 3.R.1.D.b	AS	I can read independently for multiple purposes, develop stamina with just-right books, and produce evidence of reading.	All	
3.R.2.A.d	AS	I can read, infer, analyze, and draw conclusions to paraphrase the big ideas/themes and supporting details of texts.	All	
3.RF.4.A.a	AS	I can read appropriate texts with fluency, purpose, and for comprehension.	All	
3.R.3.A.a	FS	I can read, infer, and draw conclusions to explain author's purpose. (Teacher note: text features)	8	
3.R.3.B.c	FS	I can distinguish point of view from what the author is trying to persuade the reader to think or do.	8	
3.SL.4.A.a 3.SL.4.A.b 3.SL.4.A.c		I can speak clearly, audibly, and to the point when presenting information individually and to the group by using presentation skills, appropriate technology, and a variety of media.	7, 8	
3.SL.4.A.d		I can choose words and phrases for effect (adjectives, action verbs, figurative language) when presenting individually and to the group.		

MLS Code	Focus Standards	Standards taught through 4 th Quarter WORD STUDY/PHONICS/SPELLING/LANGUAGE	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.R.1.B.b	AS	I can develop and apply vocabulary skills to determine the meaning of unfamiliar words by using context clues and conversational and academic phrases.	All	
3.RF.3.A 3.RF.3.A.e 3.RF.3.A.f	AS	I can understand how English is written and read by applying phonics to decode multisyllabic words and irregularly spelled high frequency words.	All	
3.L.1.A 3.L.1.B	AS	I can communicate using conventions of English language applying standard English grammar and appropriate punctuation, capitalization, and spelling in speech and written form.	All	
3.R.1.B.a 3.RF.3.A.c	FS	I can decode, identify, and apply the meaning of common prefixes and suffixes.	All	
3.R.1.B.e	FS	I can determine the meaning of the new word formed when a known affix is added to a known base word.	All	
3.RF.3.A.b 3.L.1.B.i		I can decode and spell words that double the consonant when adding an ending.	IDR	
3.L.1.A.e		I can use subject-verb agreement in sentences.		
3.L.1.A.c		I can use a complete subject and complete predicate in a sentence.	7	

MLS Code	Focus Standards	Standards taught through 4 th Quarter WRITING	CCC Resource Alignment	
			Making Meaning	Being a Writer
3.W.1.A	AS	I can apply the writing process to plan a first draft by using a pre-writing strategy.		All
3.W.1.B 3.W.1.B.a 3.W.1.B.b 3.W.1.B.c 3.W.1.B.d	AS	I can develop a multi-paragraph draft from pre-writing with a main idea, topic and supporting sentences, and a sequence of events with a clear beginning, middle, and end to address appropriate audiences.		All
3.W.1.C 3.W.1.C.a 3.W.1.C.b	AS	I can develop and strengthen writing by rereading, revising, and editing drafts with assistance from adults/peers.		All
3.W.1.D 3.W.1.D.a	AS	I can produce, publish, and share writing using a variety of conventional tools and technology, and collaborate with others.		All
3.W.2.A 3.W.2.A.a 3.W.2.A.b 3.W.2.A.c 3.W.2.A.f 3.W.2.A.g	FS	<p>I can write an opinion text that introduces a topic or text being studied by:</p> <ul style="list-style-type: none"> ▪ Using connected sentences ▪ Using accurate words related to the topic, audience, and purpose ▪ Establishing a position and provide reasons for the opinion/position. ▪ Using transitions to connect opinion and reason ▪ Providing clear evidence of beginning, middle, and concluding statement or paragraph 		7, 8, 9
3.W.3.A.i		I can present and evaluate the information in a report or annotated display, using previously established teacher/student criteria.		

