

		<b>Quarter 1</b>			
		<b>Missouri Learning Standards Teaching Window: August 15 – October 10</b>			
		<b>Quarter 1 Assessments (and assessment guidelines) are in MasteryConnect and shared Google folders including Rubrics and Informal Running Records/forms.</b>			
<b>MLS Code</b>	<b>Focus Standards</b>	<b>Standards taught through 1<sup>st</sup> Quarter READ ALOUDS</b>	<b>CCC Resource Alignment</b>		
			<b>Making Meaning</b>	<b>Being a Writer</b>	<b>Being a Reader</b>
<b>2.R.1.A.d</b>	<b>AS</b>	<b>I can retell a story's beginning, middle, and end and determine the main idea, lesson, or moral.</b>			
<b>2.R.2.A.a</b>	<b>AS</b>	<b>I can describe a story using the setting, problem and solution (plot).</b>			
2.R.3.B.a	FS	I can explain why a text is fiction or nonfiction.			
2.SL.1.A		Develop and apply effective listening skills and strategies in formal and informal settings by:			
2.SL.1.A.a		Follow classroom listening rules			
2.SL.2.A.a		Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening, according to classroom expectations.			
SL.3.A		Speak clearly and to the point using conventions of language when presenting individually or with a group by:			
2.SL.3.A.a		Take turns in discussion with a shoulder partner, according to classroom expectations			
2.SL.3.A.b		Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.			
2.SL.4.A.b		Recall and tell a story with details, including a beginning, middle and end			

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2.R.1.C.b		Determine relevant connections: text to world (text ideas to experiences in the world)			
MLS Code	Focus Standards	Standards taught through 1 <sup>st</sup> Quarter SHARED READING	CCC Resource Alignment		
			Making Meaning	Being a Writer	Being a Reader
2.R.1.A.b	AS	I can ask and answer questions to demonstrate understanding of key details in the text.	All		Qtr 1, 2, 4
2. R. 1. A.c	AS	I can use information from the text as evidence to support my answer.	All		Qtr 1, 2, 4
2.R.1.D.a.b	AS	I can read independently for multiple purposes over sustained periods of time.	All		
2.RF.4.A.a	AS	I can read with sufficient accuracy and fluency to support comprehension.	All		
2.R.2.A.b	FS	I can describe main characters in works of fiction. <i>**teacher note: including traits, motivations, and feelings**</i>	All		
2.R.1.A.e		Monitor comprehension and make corrections and adjustments when understanding breaks down	All		
2.R.2.A.c		Compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events	Qtr 1		
2.R.3.A.e		Follow written multi-step directions	All		All
2.SL.1.A.b		Follow three step instructions according to classroom expectations	All		All
MLS Code	Focus Standards	Standards taught through 1 <sup>st</sup> Quarter WORD STUDY/PHONICS/SPELLING/LANGUAGE	CCC Resource Alignment		
			Making Meaning	Being a Writer	Being a Reader
2.RF.3.A.c	AS	I can decode two syllable words with long vowels			All

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2.RF.3.A.i	AS	I can read grade level irregularly spelled high frequency words	All		All
2.RF.3.A.j	AS	I can demonstrate decoding skills when reading new words in a text.			
2.RF.3.A.b	FS	I can distinguish long and short vowels in one syllable words. <i>**Short vowels kept in the focus for review purpose. Heavier teaching focus should be placed on long vowel recognition.**</i>			Qtr 2, 3
2.RF.3.A.e	FS	I can decode words with vowel digraphs			All
2.R.1.B.b		Use knowledge of the meaning of individual words to determine the meaning of compound words			Qtr 1
2.RF.3. A.a		Decode multisyllabic words in context by applying common letter-sound correspondences including; single letters, consonant blends, consonant and vowel digraphs and vowel diphthongs			All
2.RF.3.A.h		Use common syllable patterns to decode words including r-controlled vowels			
MLS Code	Focus Standards	Standards taught through 1 <sup>st</sup> Quarter WRITING	CCC Resource Alignment		
			Making Meaning	Being a Writer	Being a Reader
L.1.A	AS	I can apply the rules of grammar when speaking and writing.		ALL	
L.1.B	AS	I can use correct punctuation, capitalization, and spelling when writing.		ALL	
W.1.a.b.c.d	AS	I can use the writing process to produce a written text		ALL	
2.R.1.B.h	AS	I can use a variety of vocabulary words to convey meaning in written and spoken language.		ALL	
2.L.1.A.f	FS	I can write simple declarative, imperative, exclamatory, and interrogative sentences.		X	
2.W.2.C.a		Establish a situation/topic based on the student's experience or imagination.			
2.W.2.C.c		Develop sensory details			

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		Quarter 2			
		Missouri Learning Standards Teaching Window: October 11- December 21			
		Quarter 2 Assessments (and assessment guidelines) are in MasteryConnect and shared Google folders including Rubrics and Informal Running Records/forms.			
MLS Code	Focus Standards	Standards taught through 2 <sup>nd</sup> Quarter READ ALOUDS	CCC Resource Alignment		
			Making Meaning	Being a Writer	Being a Reader
2.R.1.A.d	AS	I can retell a story's beginning, middle, and end and determine the main idea, lesson, or moral.			
2.R.2.A.a	AS	I can describe a story using the setting, problem and solution (plot).			
2.R.2.B.a		I can describe how rhyme, rhythm, and repetition create imagery in poetry			
2.SL.1.A		Develop and apply effective listening skills and strategies in formal and informal settings by:			
2.SL.1.A.a		Follow classroom listening rules			
2.SL.2.A.a		Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening, according to classroom expectations.			
SL.3.A		Speak clearly and to the point using conventions of language when presenting individually or with a group by:			
2.SL.3.A.a		Take turns in discussion with a shoulder partner, according to classroom expectations			
2.SL.3.A.b		Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.			

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2.R.1.C.b		Determine relevant connections: text to world (text ideas to experiences in the world)			
MLS Code	Focus Standards	Standards taught through 2 <sup>nd</sup> Quarter SHARED READING	CCC Resource Alignment		
			Making Meaning	Being a Writer	Being a Reader
2.R.1.A.b	AS	I can ask and answer questions to demonstrate understanding of key details in the text.	All		Qtr 1, 2, 4
2. R. 1. A.c	AS	I can use information from the text as evidence to support my answer.	All		Qtr 1, 2, 4
2.R.1.D.a.b	AS	I can read independently for multiple purposes over sustained periods of time.	All		
2.RF.4.A.a	AS	I can read with sufficient accuracy and fluency to support comprehension.	All		
2.R.2.A.b	FS	I can describe main characters in works of fiction. <i>**teacher note: including traits, motivations, and feelings**</i>	Qtr 1, 2		
2.R.2.A.e		Explain how the story changes based on who is telling the story.			
2.R.2.A.f		Compare and contrast the differences in points of view of characters and how stories are narrated.			
2.R.3.A.b		Demonstrate understanding by locating facts to answer and/or ask questions	Qtr 2, 3		
MLS Code	Focus Standards	Standards taught through 2 <sup>nd</sup> Quarter WORD STUDY/PHONICS/SPELLING/LANGUAGE	CCC Resource Alignment		
			Making Meaning	Being a Writer	Being a Reader
2.RF.3.A.c	AS	I can decode two syllable words with long vowels			All

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2.RF.3.A.i	AS	I can read grade level irregularly spelled high frequency words	All		All
2.RF.3.A.j	AS	I can demonstrate decoding skills when reading new words in a text.			
2.RF.3.A.d	FS	I can decode words with vowel diphthongs			Qtr 2, 4
2.RF.3.A.B.i	FS	I can arrange words in alphabetical order to the second letter			Qtr 2
2.R.1.B.e		Locate words in a dictionary or glossary to determine or clarify the meaning of words and phrases			Qtr 2
2.RF.3.A.f		Read words with common prefixes and suffixes			Qtr 2, 4
2.L.1.A.g		Use adverbs and adjectives in sentences			Qtr 2
2.L.1.B.g		Spell and use the plural of appropriate nouns by adding –es to nouns ending in –s, -ss, -sh, -ch or -x			
MLS Code	Focus Standards	Standards taught through 2 <sup>nd</sup> Quarter WRITING	CCC Resource Alignment		
			Making Meaning	Being a Writer	Being a Reader
L.1.A	AS	I can apply the rules of grammar when speaking and writing.		ALL	
L.1.B	AS	I can use correct punctuation, capitalization, and spelling when writing.		ALL	
W.1.a.b.c.d	AS	I can use the writing process to produce a written text		ALL	
2.R.1.B.h	AS	I can use a variety of vocabulary words to convey meaning in written and spoken language.		ALL	
2.W.2.C	FS	I can use the writing process to produce a narrative text.		X	
2.W.2.A.c		Use specific words that are related to the topic and audience			

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		Quarter 3			
		Missouri Learning Standards Teaching Window: January 8 – March 8			
		Quarter 3 Assessments (and assessment guidelines) are in MasteryConnect and shared Google folders including Rubrics and Informal Running Records/forms.			
MLS Code	Focus Standards	Standards taught through 3 <sup>rd</sup> Quarter READ ALOUDS	CCC Resource Alignment		
			Making Meaning	Being A Writer	Being a Reader
2.R.1.A.d	AS	I can retell a story's beginning, middle, and end and determine the main idea, lesson, or moral.			
2.R.2.A.a	AS	I can describe a story using the setting, problem and solution (plot).			
2.R.3.C.b	FS	I can describe the connection between events and retell the sequence of events in nonfiction texts.			
2.R.3.C.a	FS	I can explain main idea and supporting details.			
2.SL.1.A		Develop and apply effective listening skills and strategies in formal and informal settings by:			
2.SL.1.A.a		Follow classroom listening rules			

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2.SL.2.A.a		Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening, according to classroom expectations.			
SL.3.A		Speak clearly and to the point using conventions of language when presenting individually or with a group by:			
2.SL.3.A.a		Take turns in discussion with a shoulder partner, according to classroom expectations			
2.SL.3.A.b		Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.			
2.R.3.A.f		Describe connections between and state the order of the events or ideas.			
2.R.3.B.c		Explain examples of sensory details			
2.R.3.C.c		Describe the connection between and identify problems and solutions.			
MLS Code	Focus Standards	Standards taught through 3 <sup>rd</sup> Quarter SHARED READING	CCC Resource Alignment		
			Making Meaning	Being a Writer	Being a Reader
2.R.1.A.b	AS	I can ask and answer questions to demonstrate understanding of key details in the text.	All		Qtr 1, 2, 4
2. R. 1. A.c	AS	I can use information from the text as evidence to support my answer.	All		Qtr 1, 2, 4
2.R.1.D.a. b	AS	I can read independently for multiple purposes over sustained periods of time.	All		
2.RF.4.A.a	AS	I can read with sufficient accuracy and fluency to support comprehension.	All		
2.R.2.A.d	FS	I can describe cause and effect relationships.	All – not heavily		

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2.R.3.B.b	FS	Ask and answer questions to verify meaning	Qtr 3, 4		
MLS Code	Focus Standards	Standards taught through 3 <sup>rd</sup> Quarter WORD STUDY/PHONICS/SPELLING/LANGUAGE	CCC Resource Alignment		
			Making Meaning	Being a Writer	Being a Reader
2.RF.3.A.c	AS	I can decode two syllable words with long vowels			All
2.RF.3.A.i	AS	I can read grade level irregularly spelled high frequency words	All		All
2.RF.3.A.j	AS	I can demonstrate decoding skills when reading new words in a text.			
2.R.1.B.d		Use antonyms and synonyms			Qtr 3
2.R.1.B.f		Distinguish meaning among closely related verbs and adjectives **note: thin, slender, skinny**			Qtr 2
2.R.2.B.b		Use onomatopoeia			
MLS Code	Focus Standards	Standards taught through 3 <sup>rd</sup> Quarter WRITING	CCC Resource Alignment		
			Making a Meaning	Being a Writer	Being a Reader
L.1.A	AS	I can apply the rules of grammar when speaking and writing.		ALL	
L.1.B	AS	I can use correct punctuation, capitalization, and spelling when writing.		ALL	
W.1.a.b.c.d	AS	I can use the writing process to produce a written text		ALL	
2.R.1.B.h	AS	I can use a variety of vocabulary words to convey meaning in written and spoken language.		ALL	
2.W.2.B	FS	I can use the writing process to produce an informational/explanatory writing.		X	

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2.W.2.A.a		Introduce a topic or text being studied using complete sentences			
2.W.2.B.a		Introduce a topic or text being studied using complete sentences			
2.W.2.B.b		Use facts and definitions to develop points in generating paragraphs			
2.W.3.A.b		Create an individual question about a topic			
2.W.3.A.c		Use their own question to find information on their topic			
2.W.3.A.d		Gather evidence from available sources, literary and informational			
2.W.3.A.e		Record basic information from literary and informational sources			
2.W.3.A.f		Present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria.			
2.L.1.A.h		Use helping verbs with regular verbs.			
		<b>Quarter 4</b>			
		<b>Missouri Learning Standards Teaching Window: March 11 -May 24</b>			
		<b>Quarter 4 Assessments (and assessment guidelines) are in MasteryConnect and shared Google folders including Rubrics and Informal Running Records/forms.</b>			
MLS Code	Focus Standards	<b>Standards taught through 4<sup>th</sup> Quarter READ ALOUDS</b>	<b>CCC Resource Alignment</b>		
			<b>Making Meaning</b>	<b>Being a Writer</b>	<b>Being a Reader</b>
<b>2.R.1.A.d</b>	<b>AS</b>	<b>I can retell a story's beginning, middle, and end and determine the main idea, lesson, or moral.</b>			
<b>2.R.2.A.a</b>	<b>AS</b>	<b>I can describe a story using the setting, problem and solution (plot).</b>			
<b>2.R.3.C.d</b>	<b>FS</b>	<b>I can identify author's purpose.</b>			

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2.SL.1.A		Develop and apply effective listening skills and strategies in formal and informal settings by:			
2.SL.1.A.a		Follow classroom listening rules			
2.SL.2.A.a		Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening, according to classroom expectations.			
SL.3.A		Speak clearly and to the point using conventions of language when presenting individually or with a group by:			
2.SL.3.A.a		Take turns in discussion with a shoulder partner, according to classroom expectations			
2.SL.3.A.b		Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.			
2.R.1.C.a		Determine relevant connections: text to text (text ideas including similarities and differences in information and relationships in fiction and nonfiction).			
MLS Code	Focus Standards	Standards taught through 4 <sup>th</sup> Quarter SHARED READING	CCC Resource Alignment		
			<b>Making Meaning</b>	<b>Being a Writer</b>	<b>Being a Reader</b>
2.R.1.A.b	AS	I can ask and answer questions to demonstrate understanding of key details in the text.	All		Qtr 1, 2, 4
2. R. 1. A.c	AS	I can use information from the text as evidence to support my answer.	All		Qtr 1, 2, 4
2.R.1.D.a. b	AS	I can read independently for multiple purposes over sustained periods of time.	All		
2.RF.4.A.a	AS	I can read with sufficient accuracy and fluency to support comprehension.	All		
2.R.1.B.c	FS	I can use context clues to determine the meaning of a word in text.	All – Not heavily		Qtr 3
2.R.3.A.c	FS	I can use text features to locate specific information	Qtr 4		

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2.R.3.B.b	FS	Ask and answer questions to verify meaning	Qtr 3, 4		
2.R.1.A.a		Use text features to make and confirm predictions, or explain why not confirmed	Qtr 4		
2.R.2.C.a		Identify characters, setting, acts and scenes in plays			
2.R.2.C.b		I can identify the elements of dialogue and use them in informal plays			
2.R.3.A.a		Identify the main idea of sections of text and distinguish it from the topic **nonfiction**	Qtr 4		
2.R.3.A.d		Explain common graphic features to assist in the interpretation of text	Qtr 4		
2.R.3.C.e		Compare and contrast the most important points presented by the text on the same topic	Qtr 4		
2.R.4.A.a		Explain purposes of media			
2.R.4.A.b		Describe techniques used to create media messages			
2.R.4.A.c		Identify various written conventions for using digital media			
MLS Code	Focus Standards	Standards taught through 4 <sup>th</sup> Quarter WORD STUDY/PHONICS/SPELLING/LANGUAGE	CCC Resource Alignment		
			<b>Making Meaning</b>	<b>Being a Writer</b>	<b>Being a Reader</b>
2.RF.3.A.c	AS	I can decode two syllable words with long vowels			All
2.RF.3.A.i	AS	I can read grade level irregularly spelled high frequency words	All		All
2.RF.3.A.j	AS	I can demonstrate decoding skills when reading new words in a text.			
2.R.1.B.a	FS	I can use prefixes, root words, and suffixes to determine the meaning of words.			Qtr 3, 4
2.R.1.B.g		Recognize that some words have literal and nonliteral meanings **idioms**			
2.L.1.B.b		Use dialogue that contains quotation marks			

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2.L.1.B.c		Use apostrophes for contractions			Qtr 4
2.L.1.B.f		Spell words using irregular spelling patterns			Qtr 4
MLS Code	Focus Standards	Standards taught through 4 <sup>th</sup> Quarter WRITING	CCC Resource Alignment		
			Making Meaning	Being a Writer	Being a Reader
L.1.A	AS	I can apply the rules of grammar when speaking and writing.		ALL	
L.1.B	AS	I can use correct punctuation, capitalization, and spelling when writing.		ALL	
W.1.a.b.c.d	AS	I can use the writing process to produce a written text		ALL	
2.R.1.B.h	AS	I can use a variety of vocabulary words to convey meaning in written and spoken language.		ALL	
2.W.3.A	FS	I can apply the research process to produce a written report		X	
2.W.2.A	FS	I can use the writing process to produce an opinion text.		X	
2.W.2.A.b		State an opinion about the topic or text, and provide reasons for the opinion			
2.W.2.B.c		Use specific words that are related to the topic and audience			
2.W.2.C.f		Use specific words that are related to the topic and audience			