

		Quarter 1			
		Missouri Learning Standards Teaching Window: August 20 – October 10			
		Mid-Quarter Scrimmage 1.1 Testing Window: 9/6 to 9/7 Mastery Connect Window: 9/6 to 9/21 Scrimmage 1.2 Testing Window: 10/10 to 10/11 Mastery Connect Window: 10/10 to 10/25			
		Quarter 1 Reading Foundations	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
RF.4.A RF.4.A.a	AS	I can fluently read text using correct rate, accuracy, expression, and appropriate phrasing.			
MLS Code	Focus Standards	Quarter 1 Reading Standards	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
R.1.A.c	AS	I can monitor comprehension and make corrections and adjustments when understanding breaks down. (Literary and Informational texts)			
R.1.D R.1.D.a R.1.D.b	AS	I can produce evidence of reading by reading developmentally appropriate text for a sustained period of time.			
R.1.B.a R.1.B.b RF.3.A.a RF.3.A.b L.1.B.i	AS	I can use context clues, Greek and Latin Roots, suffixes and prefixes to decode unknown words.			
R.1.C.a R.1.C.b	AS	I can make text to text and text to world connections across all types of texts.			
R.3.B.c	AS	I can explain how an author uses language to present information to influence what the reader thinks or does. (Text structures)			

R.3.B.b R.3.C.c	AS	I can analyze, make inferences, draw conclusions about persuasive text, explain how author uses language to present information to influence what the reader thinks or does and use evidence from the text to explain the author's purpose and support the analysis.	Unit 2 Unit 3, w2, w3		
R.1.A.a R.1.A.b R.3.C.b	FS	I can draw conclusions and infer by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.	Unit 1		
R.3.B.c	FS	I can explain how an author uses language to present information to influence what the reader thinks or does. (Text Structure-Compare and Contrast)	Unit 1		
R.2.A.b		Describe the personality traits of characters from their thoughts, words, and actions.	Unit 1		
R.2.A.d		Compare and contrast the adventures or exploits of characters and their roles. (Hero/protagonist, villain/antagonist)	Unit 1		
R.1.B.d		Identify the meaning of common idioms and figurative language.	Unit 1		
R.4.A.d		Explaining text structures and graphics features of a web page and how they help readers to comprehend text.	Unit 1		
MLS Code	Focus Standards	Quarter 1 Writing Standards Unit 2 Published Piece Due-Sept. 28 Mastery Connect Window-Sept. 28-Oct. 12	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
W.1.A W.1.B W.1.C W.1.D L.1.B.a	AS	I can demonstrate mastery of the writing process (prewrite, draft, revise, publish) to write for a specific task, audience and purpose.			
W.2.A.b	AS	I can write an opinion piece that establishes a position and provides reasons for opinion/reasons supported by facts and details.			
W.1.Ba	FS	I can generate a main idea to support a multiple-paragraph text, using a variety of sentence types including compound.			
W.1.A.d		Uses a prewriting strategy.			
W.1.C.a		Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word			

		choice (related to the topic), sentence structure, transitions, audience and purpose, voice.			
W.1.C.b		Edit for language conventions.			
W.1.D.a		Use technology, including the Internet, to produce and publish writing.			
W.1.D.b		Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally, in a single setting.		----	
W.2.A.c		Use specific and accurate words that are related to the topic, audience, and purpose.			
W.2.B.f		Use text structures when useful		----	
W.2.C.e		Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.			
MLS Code	Focus Standards	Quarter 1 Language Standards	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
L.1.A.h	AS	I can apply grade level conventions to various genres of writing to produce and expand different types of sentences.			
L.1.B.a L.1.B.e L.1.A.c L.1.A.i	AS	I can write legibly, use Correct capitalization, and progressive verbs to show past, present, and future, and correct sentence fragments and run-on sentences in writing.			
L.1.B.i	AS	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately.			
L.1.A.f		Use prepositions	Unit 6	----	25,26
L.1.B.f		Spell words with suffixes by dropping or leaving the final e.	Unit 1	all	
L.1.B.c		Insert a comma before a coordinating conjunction in a compound sentence.	Unit 1	all	2,5,6
MLS Code	Focus Standards	Quarter 1 Speaking & Listening Standards	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons

SL.1.A.b	FS	I can develop and apply effective listening and speaking skills to pose and respond to questions, clarify or follow-up on information in a discussion.			
SL.1.A.a		Develop and apply effective listening skills and strategies in formal and informal settings by following, generating, and justifying classroom listening skills.			
SL.1.A.c		Follow and restate multi-step instructions that involve a short related sequence of actions, according to classroom expectations.			
SL.2.A.a		Develop and apply effective listening skills and strategies in formal and informal settings by generating and following active listening rules, according to classroom expectations.			
SL.3.A.a		Speak clearly and to the point, using conventions of language when presenting individually or with a group by contributing to discussion after listening to others' ideas, according to classroom expectations.			
SL.3.A.b		Express opinions of read-aloud and independent reading and relating opinion to others.			

		Quarter 2			
		Missouri Learning Standards Teaching Window: October 11- December 21			
		Mid-Quarter Scrimmage 2.1 Testing Window: 11/06 to 11/07 Mastery Connect Window: 11/06-11/27 Scrimmage 2.2 Testing Window: 12/19 to 12/20 Mastery Connect Window: 12/19 to 1/7			
		Quarter 2 Reading Foundations	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
RF.4.A RF.4.A.a	AS	I can fluently read text using correct rate, accuracy, expression, and appropriate phrasing.			
MLS Code	Focus Standards	Quarter 2 Reading Standards			
R.1.A.c	AS	I can monitor comprehension and make corrections and adjustments when understanding breaks down.			
R.1.D R.1.D.a R.1.D.b	AS	I can produce evidence of reading by reading developmentally appropriate text for a sustained period of time.			
R.1.B.a R.1.B.b RF.3.A.a RF.3.A.b L.1.B.i	AS	I can use context clues, Greek and Latin Roots, suffixes and prefixes to decode unknown words.			
R.1.C.a R.1.C.b	AS	I can make text to text and text to world connections across all types of texts.			
R.3.B.c	AS	I can explain how an author uses language to present information to influence what the reader thinks or does. (Text structures)			
R.3.B.b R.3.C.c	AS	I can analyze, make inferences, draw conclusions about persuasive text, explain how author uses language to present information to influence what the reader thinks or does and use evidence from the text to explain the author's purpose and support the analysis.			
R1.A.a	FS	I can draw conclusions and make inferences by providing textual evidence of what the	Unit 4		

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R.1.A.b R.3.C.b		text explicitly says.			
R.3.B.c	FS	I can explain how an author uses language to present information to influence what the reader thinks or does. (Text Structure-Cause and Effect)	Unit 4		
R.2.A.a R.2.A.d	FS	I can read, infer, analyze, and draw conclusions to summarize and sequence the events/plot, explain how past events impact future events and identify the theme.	Unit 2, w1,w2 Unit 4, w4		
R.2.B.a		Explain structural elements of poetry.	Unit 4		
R.1.B.a		Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.	All		
R.1.B.d		Identify the meaning of common idioms and figurative language.	Unit 1, Unit 2, Unit 4		
R.2.A.e		Compare and contrast the point of view from which stories are narrated; explain whether the narrator or the speaker of the story is first or third person.	Unit 2, Unit 4		
R.2.C.a		Analyze how characters change from the beginning to the end of a play or film.			
R.2.C.b		Explain structural elements of dramatic literature.	Unit 4		
R.4.A.d		Explaining text structures and graphics features of a web page and how they help readers to comprehend text.	Unit 1, Unit 4		
MLS Code	Focus Standards	Quarter 2 Writing Standards <u>Narrative Writing (CCC Unit 3) Due Nov. 2</u> <u>Mastery Connect Window-Nov 2-Nov. 16</u> <u>Fiction Writing (CCC Unit 4) Due Dec. 20th</u> <u>Mastery Connect Window-Dec. 20-Jan. 11</u>	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons

W.1.A W.1.B W.1.C W.1.D L.1.B.a	AS	I can demonstrate mastery of the writing process (prewrite, draft, revise, publish) to write for a specific task, audience and purpose.			
W.2.A.b	AS	I can write an opinion piece that establishes a position and provides reasons for opinion/reasons supported by facts and details.			
W.1.C.a	AS	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice.			
W.2.C.a	FS	I can write a non-fiction narrative that establishes a situation and introduces a narrator and /or characters.			
W.1.A.b		Formulate questions related to the topic.			
W.1.A.c		Assess prior knowledge or build background knowledge related to the topic.			
W.1.C.b		Edit for language conventions.			
W.1.D.a		Use technology, including the internet, to produce and publish writing.			
W.2.A.c		Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.			
W.2.C.b					
W.2.C.c		Organize an event sequence that unfolds naturally to establish and beginning, middle, and end.			
W.2.C.d		Use a variety of transition to manage the sequence of events.			

W.3.A.b		Create a research question to address relevance to a chosen topic.			
MLS Code	Focus Standards	Quarter 2 Language Standards	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
L.1.A.h	AS	I can apply grade level conventions to various genres of writing to produce and expand different types of sentences.			
L.1.B.a L.1.B.e L.1.A.c L.1.A.i	AS	I can write legibly, use correct capitalization, and progressive verbs to show past, present, and future, and correct sentence fragments and run-on sentences in writing, and insert a comma before a coordinating conjunction in a compound sentence.			
L.1.B.i	AS	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately.			
L.1.A.e		Use subject/verb agreement with 1st, 2nd, and 3rd -person pronouns.	Unit 3		19, 21
L.1.B.b		Punctuate a dialogue between two or more characters.	Unit 1 Unit 4		29, 30
L.1.A.b		Use and order adjectives within sentences to conventional patterns.	Unit 5		22, 26
MLS Code	Focus Standards	Quarter 2 Speaking & Listening Standards (Review and Reinforce following skills taught in Quarter 1)	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
SL.1.A.b	FS	I can develop and apply effective listening and speaking skills to pose and respond to questions, clarify or follow-up on information in a discussion.			
SL.1.A.a		Develop and apply effective listening skills and strategies in formal and informal settings by following, generating, and justifying classroom listening skills.			
SL.1.A.c		Follow and restate multi-step instructions that involve a short related sequence of actions, according to classroom expectations.			
SL.2.A.a		Develop and apply effective listening skills and strategies in formal and informal settings by generating and following active listening rules, according to classroom expectations.			

SL.3.A.a		Speak clearly and to the point, using conventions of language when presenting individually or with a group by contributing to discussion after listening to others' ideas, according to classroom expectations.			
SL.3.A.b		Express opinions of read-aloud and independent reading and relating opinion to others.			

		Quarter 3			
		Missouri Learning Standards Teaching Window: January 9 – March 8			
		Mid-Quarter Scrimmage 3.1 Testing Window: 2/06 to 2/07 Mastery Connect Window: 2/06 to 2/20 Scrimmage 3.2 Testing Window: 2/27 to 2/28 Mastery Connect Window: 2/27 to 3/13			
		Quarter 3 Reading Foundations	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
RF.4.A RF.4.A.a	AS	I can fluently read text using correct rate, accuracy, expression, and appropriate phrasing			
MLS Code	Focus Standards	Quarter 3 Reading Standards	Wonders/CCC Resource Alignment		
R.1.A.c	AS	I can monitor comprehension and make corrections and adjustments when understanding breaks down.	Wonders	Being a Writer	SPTG Lessons
R.1.B.a R.1.B.b RF.3.A.a RF.3.A.b L.1.B.i	AS	I can use context clues, Greek and Latin Roots, suffixes and prefixes to decode unknown words.			
R.1.D R.1.D.a R.1.D.b	AS	I can produce evidence of reading by reading developmentally appropriate text for a sustained period of time.			
R.1.C.a R.1.C.b	AS	I can make text to text and text to world connections across all types of texts.			
R.3.B.c	AS	I can explain how an author uses language to present information to influence what the reader thinks or does. (Text structures)			
R.3.B.b R.3.C.c	AS	I can analyze, make inferences, draw conclusions about persuasive text, explain how author uses language to present information to influence what the reader thinks or does and use evidence from the text to explain the author's purpose and support the analysis.			

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18-19

R.1.A.a R.1.A.b R.3.C.b	FS	I can draw conclusions and make inferences by providing textual evidence of what the text explicitly says.			
R.2.A.b	FS	I can describe the personality traits of characters from their thoughts, words, and actions.			
R.3.B.c	FS	I can explain how an author uses language to present information to influence what the reader thinks or does. (Text Structure- Sequencing and Problem and Solution)			
R.4.A.b		Explain how various design techniques used in media influenced the message.			
R.2.A.c		Describe the interaction of characters, including relationships and how they change.	Unit 5		
R.1.B.d		Identifying the meaning of common idioms and figurative language.			
R.3.A.c		Interpret and explain factual information presented graphically	Unit 5		
MLS Code	Focus Standards	Quarter 3 Writing Standards <u>Expository (Research) Writing</u> (CCC Unit 5) Due-Feb. 28 Mastery Connect Window-Feb. 28-March 14	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
W.1.A W.1.B W.1.C W.1.D L.1.B.a	AS	I can demonstrate mastery of the writing process (prewrite, draft, revise, publish) to write for a specific task, audience and purpose.			
W.2.A.b	AS	I can write an opinion piece that establishes a position and provides reasons for opinion/reasons supported by facts and details.			
W.1.C.a	AS	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice.			
W.2.B.b	FS	I can write an informative/explanatory text and develop the topic with supporting paragraphs that includes topic sentence, facts, and details.			

W.1.A.a		Select a genre appropriate for conveying the purpose to an intended audience.		----	
W.1.A.b		Formulate questions related to the topic.			
W.1.A.c		Assess prior knowledge or build background knowledge related to the topic.			
W.1.A.d		Uses a prewriting strategy.			
W.1.B.b		Establish and support a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.			
W.1.B.c		Categorize, organize, and sequence facts, details, and/or event into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs.			
W.1.B.d		Address and appropriate audience.			
W.1.C.b		Edit for language conventions.			
W.1.D.a		Use technology, including the internet to produce and publish writing.			
W.2.A.b		State an opinion or establish a position and provide reasons for the opinion/position supported by facts and details.			
W.2.A.c		Use specific and accurate words that are related to the topic, audience, and purpose.			
W.2.A.e		Reference the name of the author(s) or name of the source used for details or facts included in the text.		----	
W.2.B.a		Introduce a topic using a topic sentence and introductory paragraph.			

W.2.B.c		Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.			
W.2.B.d		Contain information using students' original language except when using direct quotations from a source.			
W.2.B.e		Use transitions to connect categories of information.			
W.2.B.g		Create a concluding paragraph related to the information.			
W.3.A.b		Create a research question to address relevance to a chosen topic.			
W.3.A.c		Identify a variety of relevant sources, literary and informational.			
W.3.A.d		Use organizational features of print and digital sources efficiently to locate information.			
W.3.A.e		Convert graphic/visual data into written notes.		----	
W.3.A.f		Determine the accuracy of the information gathered.		----	
W.3.A.g		Differentiate between paraphrasing and plagiarism when using ideas of others.		----	
W.3.A.h		Record bibliographic information from sources according to a standard format.			
W.3.A.i		Present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria.		----	
MLS Code	Focus Standards	Quarter 3 Language Standards	Wonders/CCC Resource Alignment		

			Wonders	Being a Writer	SPTG Lessons
L.1.A.h	AS	I can apply grade level conventions to various genres of writing to produce and expand different types of sentences.			
L.1.B.a L.1.B.e L.1.A.c L.1.A.i	AS	I can write legibly, use Correct capitalization, and progressive verbs to show past, present, and future, and correct sentence fragments and run-on sentences in writing.			
L.1.B.i	AS	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately.			
L.1.B.h		Alphabetize reference sources.			
L.1.A.d		Use adverbs in writing.	Unit 6	----	23, 24, 26
L.1.B.d		Capitalize proper adjectives.	Unit 5		27
MLS Code	Focus Standards	Quarter 3 Speaking & Listening Standards	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
SL.4.A.b SL.4.A.d	FS	I can use efficient presentation skills with available resources when giving a formal presentation to classmates using a variety of media.			
SL.4.A.a		Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by paraphrasing portions of a text read aloud or information presented in diverse media and formats.			
SL.4.A.c		Incorporate descriptive and sequential details in a student-designed or teacher-assigned topic.			
SL.4.A.e		Speak with expression and fluency.			
SL.4.A.f		Adjust formal/informal language according to context and topic.			

		Quarter 4			
		Missouri Learning Standards Teaching Window: March 11 -May 24			
		Mid-Quarter Scrimmage 4.1 Testing Window: 4/04 to 4/05 Mastery Connect Window: 4/4 to 4/18 End of Quarter Scrimmage 4.2 Due: 5/9 Mastery Connect Window: 5/9 to 5/23			
		Quarter 3 Reading Foundations	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
RF.4.A RF.4.A.a	AS	I can fluently read text using correct rate, accuracy, expression, and appropriate phrasing.			
MLS Code	Focus Standards	Quarter 4 Reading Standards	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
R.1.A.c	AS	I can monitor comprehension and make corrections and adjustments when understanding breaks down.			
R.1.B.a R.1.B.b RF.3.A.a RF.3.A.b L.1.B.i	AS	I can use context clues, Greek and Latin Roots, suffixes and prefixes to decode unknown words.	Unit 3		
R.1.D R.1.D.a R.1.D.b	AS	I can produce evidence of reading by reading developmentally appropriate text for a sustained period of time.			
R.1.C.a R.1.C.b	AS	I can make text to text and text to world connections across all types of texts.			
R.3.B.c	AS	I can explain how an author uses language to present information to influence what the reader thinks or does. (Text structures)	Unit 1 Unit 2		
R.3.B.b R.3.C.c	AS	I can analyze, make inferences, draw conclusions about persuasive text, explain how author uses language to present information to influence what the reader thinks or does and use evidence from the text to explain the author's purpose and	Unit 1 - 3		

		support the analysis.			
R.2.A.e	FS	I can compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of the story is first or second person.	Unit 3		
R.1.A.a		Draw conclusions and infer by referencing textual evidence of what the text explicitly says as well as inferences drawn from the text.	Unit 3		
MLS Code	Focus Standards	Quarter 4 Writing Standards Opinion Writing (CCC Unit 7) Due-April 15 Mastery Connect Window-April 15-April 29 Poetry Writing (CCC Unit 8) Due-May 15 Mastery Connect Window-May 15-May 22	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
W.1.A W.1.B W.1.C W.1.D L.1.B.a	AS	I can demonstrate mastery of the writing process (prewrite, draft, revise, publish) to write for a specific task, audience and purpose.			
W.2.A.b	AS	I can write an opinion piece that establishes a position and provides reasons for opinion/reasons supported by facts and details.			
W.1.C.a	AS	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice.			
W.2.A.d	FS	Write opinion text that contain information using student's original language except when using direct quotation from a source.			
W.1.A.c		Assess prior knowledge or build background knowledge related to the topic.			
W.1.B.d		Address an appropriate audience.			
W.1.C.b		Edit for language conventions.			
W.1.D.a		Use technology, including the internet, to produce and publish writing.			
W.2.A.a		Write opinion text that introduces a topic or text being studied, using an introductory paragraph.			

W.2.A.c		Use specific and accurate words that are related to the topic, audience, and purpose.			
W.2.A.f		Use transition to connect opinion and reason			
W.2.A.g		Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs.			
W.3.A.a		Apply research process to generate a list of subject-appropriate topics.			
W.3.A.d		Use organizational features of print and digital sources efficiently to locate information.			
MLS Code	Focus Standards	Quarter 4 Language Standards	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
L.1.A.h	AS	I can apply grade level conventions to various genres of writing to produce and expand different types of sentences.			
L.1.B.a L.1.B.e L.1.A.c L.1.A.i	AS	I can write legibly, use Correct capitalization, and progressive verbs to show past, present, and future, and correct sentence fragments and run-on sentences in writing.			
L.1.B.i	AS	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately.			
L.1.B.h		Alphabetize reference sources.			
L.1.B.b		Punctuate dialogue between two or more character.	Unit 1, w2 Unit 4, w3		29, 30
MLS Code	Focus Standards	Quarter 4 Speaking & Listening Standards	Wonders/CCC Resource Alignment		
			Wonders	Being a Writer	SPTG Lessons
		<i>No Standards this Quarter</i>			