Main Criteria: Discoveries in Writing

Secondary Criteria: Missouri Learning Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to text by:
INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate

INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		**Reading Foundations**
CONCEPT: GLE / BENCHMARK	**RF.4.**	**Understand how English is written and read.**
GLE / COMPONENT	**RF.4.A.**	**Fluency**
INDICATOR / PROFICIENCY		**Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension**
INDICATOR	4.RF.4.A.a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

INDICATOR	4.SL.3.A. b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

STRAND: BIG IDEA / STANDARD		Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources

INDICATOR	4.SL.4.A. d.	Giving a formal presentation to classmates, using a variety of media

Lesson 02: Unit 2 Writing from Notes, p. 19-26

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to text by:

INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down

STRAND: BIG IDEA / STANDARD		Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple- meaning words

STRAND: BIG IDEA / STANDARD		Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A.a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound

INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information
INDICATOR	4.W.2.B.f.	Use text structures when useful

INDICATOR	4.W.2.B.g	Create a concluding paragraph related to the information
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STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A.b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

Lesson 03: Unit 2 Writing from Notes, p. 27-34

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to text by:
INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A.a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.2.**	**Compose well-developed writing texts for audience and purpose.**
GLE / COMPONENT	**W.2.B.**	**Informative/Explanatory**
INDICATOR / PROFICIENCY		**Write informative/ explanatory texts that:**
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**

INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A.b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

Lesson 04: Unit 2 Writing from Notes, p. 35-42

Missouri Learning Standards

Language Arts

Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to text by:
INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.D.**	**Independent Text**
INDICATOR / PROFICIENCY		**Read independently for multiple purposes over sustained periods of time by:**
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	**RF.4.**	**Understand how English is written and read.**
GLE / COMPONENT	**RF.4.A.**	**Fluency**
INDICATOR / PROFICIENCY		**Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension**
INDICATOR	4.RF.4.A.a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.A.**	**Prewriting**
INDICATOR / PROFICIENCY		**Follow a writing process to plan a first draft by:**
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.B.**	**Draft**
INDICATOR / PROFICIENCY		**Appropriate to genre type, develop a draft from prewriting by:**

INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information

INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A.b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Missouri Learning Standards

Language Arts

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.A.**	**Comprehension**
INDICATOR / PROFICIENCY		**Develop and demonstrate reading skills in response to text by:**
INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.B.**	**Vocabulary**
INDICATOR / PROFICIENCY		**Develop an understanding of vocabulary by:**
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.D.**	**Independent Text**
INDICATOR / PROFICIENCY		**Read independently for multiple purposes over sustained periods of time by:**
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	**R.2.**	**Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.**
GLE / COMPONENT	**R.2.A.**	**Fiction**
INDICATOR / PROFICIENCY		**Read, infer, analyze, and draw conclusions to:**

INDICATOR	4.R.2.A.b.	Describe the personality traits of characters from the thoughts, words, and actions
INDICATOR	4.R.2.A.c.	Describe the interaction of characters, including relationships and how they change

STRAND: BIG IDEA / STANDARD		**Reading Foundations**
CONCEPT: GLE / BENCHMARK	**RF.4.**	**Understand how English is written and read.**
GLE / COMPONENT	**RF.4.A.**	**Fluency**
INDICATOR / PROFICIENCY		**Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension**
INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.A.**	**Prewriting**
INDICATOR / PROFICIENCY		**Follow a writing process to plan a first draft by:**
INDICATOR	4.W.1.A.a .	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c .	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.B.**	**Draft**
INDICATOR / PROFICIENCY		**Appropriate to genre type, develop a draft from prewriting by:**
INDICATOR	4.W.1.B.a .	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b .	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c .	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d .	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.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
INDICATOR	4.W.1.C. b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	4.W.2.C. a.	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C. b.	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C. d.	Use a variety of transitions to manage the sequence of events
INDICATOR	4.W.2.C. e.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A. b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A. d.	Giving a formal presentation to classmates, using a variety of media

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Missouri Learning Standards

Language Arts

Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a .	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c .	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	4.W.2.C.a.	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C.b.	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.d.	Use a variety of transitions to manage the sequence of events

INDICATOR	4.W.2.C.e.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-58

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to text by:
INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	4.R.2.A.b.	Describe the personality traits of characters from the thoughts, words, and actions

INDICATOR	4.R.2.A.c.	Describe the interaction of characters, including relationships and how they change

STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	**RF.4.**	**Understand how English is written and read.**
GLE / COMPONENT	**RF.4.A.**	**Fluency**
INDICATOR / PROFICIENCY		**Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension**
INDICATOR	4.RF.4.A.a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.A.**	**Prewriting**
INDICATOR / PROFICIENCY		**Follow a writing process to plan a first draft by:**
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.B.**	**Draft**
INDICATOR / PROFICIENCY		**Appropriate to genre type, develop a draft from prewriting by:**
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	W.1.C.	**Revise/Edit**
INDICATOR / PROFICIENCY		**Reread, revise and edit drafts with assistance to:**
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	**Compose well-developed writing texts for audience and purpose.**
GLE / COMPONENT	W.2.C.	**Narrative/Literary**
INDICATOR / PROFICIENCY		**Write fiction or non-fiction narratives and poems that:**
INDICATOR	4.W.2.C.a.	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C.b.	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.d.	Use a variety of transitions to manage the sequence of events
INDICATOR	4.W.2.C.e.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	SL.3.A.	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A.b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.A.**	**Prewriting**
INDICATOR / PROFICIENCY		**Follow a writing process to plan a first draft by:**
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.B.**	**Draft**
INDICATOR / PROFICIENCY		**Appropriate to genre type, develop a draft from prewriting by:**
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.C.**	**Revise/Edit**
INDICATOR / PROFICIENCY		**Reread, revise and edit drafts with assistance to:**

INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.2.**	**Compose well-developed writing texts for audience and purpose.**
GLE / COMPONENT	**W.2.C.**	**Narrative/Literary**
INDICATOR / PROFICIENCY		**Write fiction or non-fiction narratives and poems that:**
INDICATOR	4.W.2.C.a.	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C.b.	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.d.	Use a variety of transitions to manage the sequence of events
INDICATOR	4.W.2.C.e.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.e.	Use correct capitalization

INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

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Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.A.**	**Comprehension**
INDICATOR / PROFICIENCY		**Develop and demonstrate reading skills in response to text by:**
INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.B.**	**Vocabulary**
INDICATOR / PROFICIENCY		**Develop an understanding of vocabulary by:**
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**

GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A.a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.C.**	**Revise/Edit**
INDICATOR / PROFICIENCY		**Reread, revise and edit drafts with assistance to:**
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.2.**	**Compose well-developed writing texts for audience and purpose.**
GLE / COMPONENT	**W.2.B.**	**Informative/Explanatory**
INDICATOR / PROFICIENCY		**Write informative/ explanatory texts that:**
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

INDICATOR	4.SL.3.A.b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.A.**	**Comprehension**
INDICATOR / PROFICIENCY		**Develop and demonstrate reading skills in response to text by:**
INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.B.**	**Vocabulary**
INDICATOR / PROFICIENCY		**Develop an understanding of vocabulary by:**
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.D.**	**Independent Text**
INDICATOR / PROFICIENCY		**Read independently for multiple purposes over sustained periods of time by:**
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		**Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a .	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c .	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a .	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b .	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c .	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d .	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit

INDICATOR / PROFICIENCY		**Reread, revise and edit drafts with assistance to:**
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.2.**	**Compose well-developed writing texts for audience and purpose.**
GLE / COMPONENT	**W.2.B.**	**Informative/Explanatory**
INDICATOR / PROFICIENCY		**Write informative/ explanatory texts that:**
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.3.**	**Gather, analyze, evaluate and use information from a variety of sources.**
GLE / COMPONENT	**W.3.A.**	**Research Process**
INDICATOR / PROFICIENCY		**Apply research process to:**
INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A. b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to text by:
INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A.a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.d.	Use adverbs in writing

INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A. b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.A.**	**Comprehension**
INDICATOR / PROFICIENCY		**Develop and demonstrate reading skills in response to text by:**
INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.B.**	**Vocabulary**
INDICATOR / PROFICIENCY		**Develop an understanding of vocabulary by:**
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.D.**	**Independent Text**
INDICATOR / PROFICIENCY		**Read independently for multiple purposes over sustained periods of time by:**
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	**RF.4.**	**Understand how English is written and read.**
GLE / COMPONENT	**RF.4.A.**	**Fluency**
INDICATOR / PROFICIENCY		**Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension**
INDICATOR	4.RF.4.A.a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.A.**	**Prewriting**
INDICATOR / PROFICIENCY		**Follow a writing process to plan a first draft by:**
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience

INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	W.1.B.	**Draft**
INDICATOR / PROFICIENCY		**Appropriate to genre type, develop a draft from prewriting by:**
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	W.1.C.	**Revise/Edit**
INDICATOR / PROFICIENCY		**Reread, revise and edit drafts with assistance to:**
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	**Compose well-developed writing texts for audience and purpose.**
GLE / COMPONENT	W.2.B.	**Informative/Explanatory**
INDICATOR / PROFICIENCY		**Write informative/ explanatory texts that:**
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph

INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling

INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A.b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.A.**	**Comprehension**
INDICATOR / PROFICIENCY		**Develop and demonstrate reading skills in response to text by:**
INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down
STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.B.**	**Vocabulary**
INDICATOR / PROFICIENCY		**Develop an understanding of vocabulary by:**

INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A.a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft

INDICATOR / PROFICIENCY		**Appropriate to genre type, develop a draft from prewriting by:**
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience
STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.C.**	**Revise/Edit**
INDICATOR / PROFICIENCY		**Reread, revise and edit drafts with assistance to:**
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions
STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.2.**	**Compose well-developed writing texts for audience and purpose.**
GLE / COMPONENT	**W.2.B.**	**Informative/Explanatory**
INDICATOR / PROFICIENCY		**Write informative/ explanatory texts that:**
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source

INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.3.**	**Gather, analyze, evaluate and use information from a variety of sources.**
GLE / COMPONENT	**W.3.A.**	**Research Process**
INDICATOR / PROFICIENCY		**Apply research process to:**
INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A.b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

Lesson 14: Unit 5 Writing from Pictures, p. 113-118

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	4.W.2.C.a.	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C.b.	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.d.	Use a variety of transitions to manage the sequence of events
INDICATOR	4.W.2.C.e.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:

INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.4.**	**Speak effectively when presenting.**
GLE / COMPONENT	**SL.4.A.**	**Presenting**

INDICATOR / PROFICIENCY		**Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.4.A.b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A.d.	Giving a formal presentation to classmates, using a variety of media

Lesson 15: Unit 5 Writing from Pictures, p. 119-124

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.A.**	**Prewriting**
INDICATOR / PROFICIENCY		**Follow a writing process to plan a first draft by:**
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.B.**	**Draft**
INDICATOR / PROFICIENCY		**Appropriate to genre type, develop a draft from prewriting by:**
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	W.1.C.	**Revise/Edit**
INDICATOR / PROFICIENCY		**Reread, revise and edit drafts with assistance to:**
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	**Compose well-developed writing texts for audience and purpose.**
GLE / COMPONENT	W.2.C.	**Narrative/Literary**
INDICATOR / PROFICIENCY		**Write fiction or non-fiction narratives and poems that:**
INDICATOR	4.W.2.C.a.	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C.b.	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.d.	Use a variety of transitions to manage the sequence of events
INDICATOR	4.W.2.C.e.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	**Gather, analyze, evaluate and use information from a variety of sources.**
GLE / COMPONENT	W.3.A.	**Research Process**
INDICATOR / PROFICIENCY		**Apply research process to:**
INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD		Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

Lesson 16: Unit 5 Writing from Pictures, p. 125-128

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.

GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A. d.	Giving a formal presentation to classmates, using a variety of media

Lesson 17: Unit 5 Writing from Pictures, p. 129-134

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a .	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c .	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft

INDICATOR / PROFICIENCY		**Appropriate to genre type, develop a draft from prewriting by:**
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	W.1.	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	W.1.C.	**Revise/Edit**
INDICATOR / PROFICIENCY		**Reread, revise and edit drafts with assistance to:**
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	W.2.	**Compose well-developed writing texts for audience and purpose.**
GLE / COMPONENT	W.2.C.	**Narrative/Literary**
INDICATOR / PROFICIENCY		**Write fiction or non-fiction narratives and poems that:**
INDICATOR	4.W.2.C.a.	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C.b.	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.d.	Use a variety of transitions to manage the sequence of events
INDICATOR	4.W.2.C.e.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.g.	Recognize the difference between and use coordinating conjunctions and subordinating conjunctions
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions

INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

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Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.c .	Identify a variety of relevant sources, literary and informational
INDICATOR	4.W.3.A.d .	Use organizational features of print and digital sources efficiently to locate information

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A. d.	Giving a formal presentation to classmates, using a variety of media

Lesson 19: Unit 6 Summarizing Multiple References, p. 143-148

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a .	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c .	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a .	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b .	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.c.	Identify a variety of relevant sources, literary and informational
INDICATOR	4.W.3.A.d.	Use organizational features of print and digital sources efficiently to locate information

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.g.	Recognize the difference between and use coordinating conjunctions and subordinating conjunctions
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening

CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.A.**	**Comprehension**
INDICATOR / PROFICIENCY		**Develop and demonstrate reading skills in response to text by:**
INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.B.**	**Vocabulary**
INDICATOR / PROFICIENCY		**Develop an understanding of vocabulary by:**
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.D.**	**Independent Text**
INDICATOR / PROFICIENCY		**Read independently for multiple purposes over sustained periods of time by:**
INDICATOR	4.R.1.D.a .	Reading text that is developmentally appropriate

INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		**Reading Foundations**
CONCEPT: GLE / BENCHMARK	**RF.4.**	**Understand how English is written and read.**
GLE / COMPONENT	**RF.4.A.**	**Fluency**
INDICATOR / PROFICIENCY		**Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension**
INDICATOR	4.RF.4.A.a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.3.**	**Gather, analyze, evaluate and use information from a variety of sources.**
GLE / COMPONENT	**W.3.A.**	**Research Process**
INDICATOR / PROFICIENCY		**Apply research process to:**
INDICATOR	4.W.3.A.c.	Identify a variety of relevant sources, literary and informational
INDICATOR	4.W.3.A.d.	Use organizational features of print and digital sources efficiently to locate information

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**

INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A.b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A.b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A.d.	Giving a formal presentation to classmates, using a variety of media

Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

Missouri Learning Standards

Language Arts

Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:

INDICATOR	4.W.1.B.a .	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b .	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c .	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d .	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a .	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b .	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c .	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d .	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e .	Use transitions to connect categories of information

INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.3.**	**Gather, analyze, evaluate and use information from a variety of sources.**
GLE / COMPONENT	**W.3.A.**	**Research Process**
INDICATOR / PROFICIENCY		**Apply research process to:**
INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.f.	Use prepositions correctly in a sentence
INDICATOR	4.L.1.A.g.	Recognize the difference between and use coordinating conjunctions and subordinating conjunctions
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

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Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to text by:
INDICATOR	4.R.1.A.c.	Monitoring comprehension and making corrections and adjustments when understanding breaks down

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:

INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate

INDICATOR	4.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		**Reading Foundations**
CONCEPT: GLE / BENCHMARK	**RF.4.**	**Understand how English is written and read.**
GLE / COMPONENT	**RF.4.A.**	**Fluency**
INDICATOR / PROFICIENCY		**Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension**
INDICATOR	4.RF.4.A.a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.3.**	**Gather, analyze, evaluate and use information from a variety of sources.**
GLE / COMPONENT	**W.3.A.**	**Research Process**
INDICATOR / PROFICIENCY		**Apply research process to:**
INDICATOR	4.W.3.A.c.	Identify a variety of relevant sources, literary and informational
INDICATOR	4.W.3.A.d.	Use organizational features of print and digital sources efficiently to locate information

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.f.	Use prepositions correctly in a sentence
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A.b.	Expressing opinions of read-alouds and independent reading and relating opinion to others

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A.b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A.d.	Giving a formal presentation to classmates, using a variety of media

Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose

INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.g.	Recognize the difference between and use coordinating conjunctions and subordinating conjunctions
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**

INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

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Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.1.**	**Develop and apply skills to the reading process.**
GLE / COMPONENT	**R.1.B.**	**Vocabulary**
INDICATOR / PROFICIENCY		**Develop an understanding of vocabulary by:**
INDICATOR	4.R.1.B.a.	Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes

STRAND: BIG IDEA / STANDARD		**Reading Foundations**
CONCEPT: GLE / BENCHMARK	**RF.3.**	**Understand how English is written and read.**
GLE / COMPONENT	**RF.3.A.**	**Phonics**
INDICATOR / PROFICIENCY		**Develop phonics in the reading process by:**
INDICATOR	4.RF.3.A. b.	Reading root words, prefixes, and suffixes and important words from specific content curricula

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.A.**	**Prewriting**
INDICATOR / PROFICIENCY		**Follow a writing process to plan a first draft by:**
INDICATOR	4.W.1.A.d .	Using a pre-writing strategy

STRAND: BIG IDEA / STANDARD		**Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A. d.	Giving a formal presentation to classmates, using a variety of media

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Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:

INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.3.**	**Gather, analyze, evaluate and use information from a variety of sources.**
GLE / COMPONENT	**W.3.A.**	**Research Process**
INDICATOR / PROFICIENCY		**Apply research process to:**
INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.f.	Use prepositions correctly in a sentence
INDICATOR	4.L.1.A.g.	Recognize the difference between and use coordinating conjunctions and subordinating conjunctions

INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

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Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.A.**	**Prewriting**
INDICATOR / PROFICIENCY		**Follow a writing process to plan a first draft by:**
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.b.	Formulating questions related to the topic

INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.B.**	**Draft**
INDICATOR / PROFICIENCY		**Appropriate to genre type, develop a draft from prewriting by:**
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.C.**	**Revise/Edit**
INDICATOR / PROFICIENCY		**Reread, revise and edit drafts with assistance to:**
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.2.**	**Compose well-developed writing texts for audience and purpose.**
GLE / COMPONENT	**W.2.B.**	**Informative/Explanatory**
INDICATOR / PROFICIENCY		**Write informative/ explanatory texts that:**
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph

INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.3.**	**Gather, analyze, evaluate and use information from a variety of sources.**
GLE / COMPONENT	**W.3.A.**	**Research Process**
INDICATOR / PROFICIENCY		**Apply research process to:**
INDICATOR	4.W.3.A.c.	Identify a variety of relevant sources, literary and informational
INDICATOR	4.W.3.A.d.	Use organizational features of print and digital sources efficiently to locate information
INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.g.	Recognize the difference between and use coordinating conjunctions and subordinating conjunctions

INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

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Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.d.	Using a pre-writing strategy

STRAND: BIG IDEA / STANDARD		Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.g.	Recognize the difference between and use coordinating conjunctions and subordinating conjunctions
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

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Missouri Learning Standards

Language Arts

Grade **4** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.b.	Formulating questions related to the topic
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing	
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.	
GLE / COMPONENT	W.2.B.	Informative/Explanatory	
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:	
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph	
INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations	
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose	
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source	
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information	
INDICATOR	4.W.2.B.f.	Use text structures when useful	
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information	

STRAND: BIG IDEA / STANDARD		Writing	
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.	
GLE / COMPONENT	W.3.A.	Research Process	
INDICATOR / PROFICIENCY		Apply research process to:	
INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes	

STRAND: BIG IDEA / STANDARD		Language	
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.	
GLE / COMPONENT	L.1.A.	Grammar	
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:	
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns	

INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.g.	Recognize the difference between and use coordinating conjunctions and subordinating conjunctions
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

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Missouri Learning Standards

Language Arts

Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.A.**	**Prewriting**
INDICATOR / PROFICIENCY		**Follow a writing process to plan a first draft by:**

INDICATOR	4.W.1.A.d.	Using a pre-writing strategy

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.A.**	**Grammar**
INDICATOR / PROFICIENCY		**In speech and written form, apply standard English grammar to:**
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.g.	Recognize the difference between and use coordinating conjunctions and subordinating conjunctions
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

STRAND: BIG IDEA / STANDARD		**Language**
CONCEPT: GLE / BENCHMARK	**L.1.**	**Communicate using conventions of English language.**
GLE / COMPONENT	**L.1.B.**	**Punctuation, Capitalization, Spelling**
INDICATOR / PROFICIENCY		**In written text:**
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.3.**	**Speak effectively in collaborative discussions.**
GLE / COMPONENT	**SL.3.A.**	**Collaborative Discussions**
INDICATOR / PROFICIENCY		**Speak clearly and to the point, using conventions of language when presenting individually or with a group by:**
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations

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Missouri Learning Standards

Language Arts

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.A.**	**Prewriting**
INDICATOR / PROFICIENCY		**Follow a writing process to plan a first draft by:**
INDICATOR	4.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.b.	Formulating questions related to the topic
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.B.**	**Draft**
INDICATOR / PROFICIENCY		**Appropriate to genre type, develop a draft from prewriting by:**
INDICATOR	4.W.1.B.a.	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b.	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d.	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.1.**	**Apply a writing process to develop a text for audience and purpose.**
GLE / COMPONENT	**W.1.C.**	**Revise/Edit**
INDICATOR / PROFICIENCY		**Reread, revise and edit drafts with assistance to:**

INDICATOR	4.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
INDICATOR	4.W.1.C.b.	Edit for language conventions

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.2.**	**Compose well-developed writing texts for audience and purpose.**
GLE / COMPONENT	**W.2.B.**	**Informative/Explanatory**
INDICATOR / PROFICIENCY		**Write informative/ explanatory texts that:**
INDICATOR	4.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.e.	Use transitions to connect categories of information
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g.	Create a concluding paragraph related to the information

STRAND: BIG IDEA / STANDARD		**Writing**
CONCEPT: GLE / BENCHMARK	**W.3.**	**Gather, analyze, evaluate and use information from a variety of sources.**
GLE / COMPONENT	**W.3.A.**	**Research Process**
INDICATOR / PROFICIENCY		**Apply research process to:**
INDICATOR	4.W.3.A.e.	Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD		**Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.g.	Recognize the difference between and use coordinating conjunctions and subordinating conjunctions
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A.a.	Contributing to discussion after listening to others' ideas, according to classroom expectations