Main Criteria: Frontiers in Writing

Secondary Criteria: Missouri Learning Standards

Subject: Language Arts

Grade: 5

Frontiers in Writing

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

Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	5.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

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	5.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	5.L.1.A.e.	Produce a variety of complex sentences in writing

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently

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	5.SL.4.A. a.	Using efficient presentation skills with available resources using a variety of media

INDICATOR	5.SL.4.A. b.	Planning an appropriate presentation, based on audience

<table>
<tr><td colspan="3" style="text-align:center">Lesson 02: Unit 2 Writing from Notes, p. 19-28</td></tr>
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Missouri Learning Standards

Language Arts

Grade 5 - 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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	5.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 03: Unit 2 Writing from Notes, p. 29-34

Missouri Learning Standards

Language Arts

Grade 5 - 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	5.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.D.**	**Independent Text**
INDICATOR / PROFICIENCY		**Read independently for multiple purposes over sustained periods of time by:**
INDICATOR	5.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	5.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.3.**	**Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.**
GLE / COMPONENT	**R.3.B.**	**Literary Techniques**
INDICATOR / PROFICIENCY		**Read, infer and draw conclusions to:**
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently

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

Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a .	Reading text that is developmentally appropriate
INDICATOR	5.R.1.D.b .	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre

INDICATOR	5.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	5.W.1.B.c	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a.	Reading text that is developmentally appropriate

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:
INDICATOR	5.R.2.A.b.	Explain the theme or moral lesson, conflict and resolution in a story or novel

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	5.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	5.L.1.A.e.	Produce a variety of complex sentences in writing

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

CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently
INDICATOR	5.SL.1.A. d.	Listening for speaker's message and summarizing main points based on evidence

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	5.SL.3.A. a.	Summarizing points made by others before presenting own 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	5.SL.4.A.a.	Using efficient presentation skills with available resources using a variety of media
INDICATOR	5.SL.4.A.b.	Planning an appropriate presentation, based on audience

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

Missouri Learning Standards

Language Arts

Grade 5 - 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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement

INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.C.a.	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	5.W.2.C.b.	Use narrative techniques, such as dialogue, motivation, and descriptions
INDICATOR	5.W.2.C.d.	Use a variety of transitions to manage the sequence of events
INDICATOR	5.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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection

INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a.	Reading text that is developmentally appropriate

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:
INDICATOR	5.R.2.A.b.	Explain the theme or moral lesson, conflict and resolution in a story or novel

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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.C.a.	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	5.W.2.C.b.	Use narrative techniques, such as dialogue, motivation, and descriptions

INDICATOR	5.W.2.C.d.	Use a variety of transitions to manage the sequence of events

INDICATOR	5.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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a .	Reading text that is developmentally appropriate

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:
INDICATOR	5.R.2.A.b.	Explain the theme or moral lesson, conflict and resolution in a story or novel

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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

INDICATOR	5.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	5.W.2.C. a.	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	5.W.2.C. b.	Use narrative techniques, such as dialogue, motivation, and descriptions
INDICATOR	5.W.2.C. d.	Use a variety of transitions to manage the sequence of events
INDICATOR	5.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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 09: Unit 4 Summarizing a Reference, p. 73-80

Missouri Learning Standards

Language Arts

Grade 5 - 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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a .	Reading text that is developmentally appropriate
INDICATOR	5.R.1.D.b .	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

GLE / COMPONENT	R.3.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph

INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.D.**	**Independent Text**
INDICATOR / PROFICIENCY		**Read independently for multiple purposes over sustained periods of time by:**
INDICATOR	5.R.1.D.a .	Reading text that is developmentally appropriate

INDICATOR	5.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	5.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C. a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.B.a .	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b .	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c .	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d .	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e .	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g .	Use text structures when useful
INDICATOR	5.W.2.B.h .	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	5.W.3.A.c .	Follow guidelines for collecting and recording information

INDICATOR	5.W.3.A.f.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	5.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection

INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

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Lesson 13: Unit 5 Writing from Pictures, p. 111-116

Missouri Learning Standards

Language Arts

Grade **5** - 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	5.W.1.A.d.	Using a prewriting 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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently
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	5.SL.4.A.a.	Using efficient presentation skills with available resources using a variety of media
INDICATOR	5.SL.4.A.b.	Planning an appropriate presentation, based on audience

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Lesson 14: Unit 5 Writing from Pictures, p.117-122

Missouri Learning Standards

Language Arts

Grade **5** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	5.W.1.A.d.	Using a prewriting strategy

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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.C.a.	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	5.W.2.C.b.	Use narrative techniques, such as dialogue, motivation, and descriptions
INDICATOR	5.W.2.C.d.	Use a variety of transitions to manage the sequence of events
INDICATOR	5.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	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 15: Unit 5 Writing from Pictures, p.123-130

Missouri Learning Standards

Language Arts

Grade **5** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	5.W.1.A.d.	Using a prewriting strategy

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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.C.a.	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	5.W.2.C.b.	Use narrative techniques, such as dialogue, motivation, and descriptions
INDICATOR	5.W.2.C.d.	Use a variety of transitions to manage the sequence of events
INDICATOR	5.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	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

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Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	5.R.1.D.b.	Producing evidence of reading

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

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	5.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	5.L.1.A.e.	Produce a variety of complex sentences in writing

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

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	5.SL.4.A.a.	Using efficient presentation skills with available resources using a variety of media
INDICATOR	5.SL.4.A.b.	Planning an appropriate presentation, based on audience

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Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.D.**	**Independent Text**
INDICATOR / PROFICIENCY		**Read independently for multiple purposes over sustained periods of time by:**
INDICATOR	5.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	5.R.1.D.b.	Producing evidence of reading
STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.3.**	**Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.**
GLE / COMPONENT	**R.3.B.**	**Literary Techniques**
INDICATOR / PROFICIENCY		**Read, infer and draw conclusions to:**
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning
STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.3.**	**Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.**
GLE / COMPONENT	**R.3.C.**	**Text Structures**
INDICATOR / PROFICIENCY		**Read, infer and draw conclusions to:**
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
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	5.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	5.W.1.A.a .	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a .	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c .	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d .	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e .	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C. a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.B.a .	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b .	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c .	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d .	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e .	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g .	Use text structures when useful
INDICATOR	5.W.2.B.h .	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	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

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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	5.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.C.	Making Connections
INDICATOR / PROFICIENCY		Compare, contrast, and analyze relevant connections between:
INDICATOR	5.R.1.C.b.	Text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)

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	5.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	5.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:
INDICATOR	5.R.2.A.e.	Explain the effect of a historical event or movement in literature

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.3.**	**Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.**
GLE / COMPONENT	**R.3.B.**	**Literary Techniques**
INDICATOR / PROFICIENCY		**Read, infer and draw conclusions to:**
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

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	5.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	5.L.1.A.e.	Produce a variety of complex sentences in writing

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

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	5.SL.4.A. a.	Using efficient presentation skills with available resources using a variety of media
INDICATOR	5.SL.4.A. b.	Planning an appropriate presentation, based on audience

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Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.C.	Making Connections
INDICATOR / PROFICIENCY		Compare, contrast, and analyze relevant connections between:
INDICATOR	5.R.1.C.b .	Text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)

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	5.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	5.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:
INDICATOR	5.R.2.A.e.	Explain the effect of a historical event or movement in literature

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 20: Unit 7 Inventive Writing, p. 165-172

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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	5.W.1.A.d.	Using a prewriting strategy

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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 21: Unit 7 Inventive Writing, p. 173-180

Missouri Learning Standards

Language Arts

Grade **5** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	**R.3.**	**Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.**
GLE / COMPONENT	**R.3.C.**	**Text Structures**
INDICATOR / PROFICIENCY		**Read, infer and draw conclusions to:**
INDICATOR	5.R.3.C.e .	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	**R.4.**	**Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.**

GLE / COMPONENT	R.4.A.	Digital and Media Literacy
INDICATOR / PROFICIENCY		Read to develop an understanding of media and its components by:
INDICATOR	5.R.4.A.d.	Analyzing various digital media venues for levels of formality and informality

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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	5.W.1.A.d.	Using a prewriting strategy

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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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.A.	Opinion/Argumentative
INDICATOR / PROFICIENCY		Write opinion texts that:
INDICATOR	5.W.2.A.e.	Reference the name of the author(s) or name of the source used for details or facts included in the text

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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source

INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

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Missouri Learning Standards

Language Arts

Grade **5** - 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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	5.W.1.A.d.	Using a prewriting strategy

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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful

INDICATOR	5.W.2.B.h.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 23: Unit 7 Inventive Writing, p. 189-196

Missouri Learning Standards

Language Arts

Grade 5 - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.4.	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.
GLE / COMPONENT	R.4.A.	Digital and Media Literacy
INDICATOR / PROFICIENCY		Read to develop an understanding of media and its components by:
INDICATOR	5.R.4.A.d.	Analyzing various digital media venues for levels of formality and informality

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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.b.	Formulating questions related to the topic
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	5.W.1.A.d.	Using a prewriting strategy

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	5.W.1.B.a .	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c .	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d .	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e .	Addressing an appropriate audience, organization, and purpose
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	5.W.1.C. a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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.A.	Opinion/Argumentative
INDICATOR / PROFICIENCY		Write opinion texts that:
INDICATOR	5.W.2.A.e .	Reference the name of the author(s) or name of the source used for details or facts included in the text
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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 24: Unit 8 Formal Essay Models, p. 197-206

Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.C.**	**Making Connections**
INDICATOR / PROFICIENCY		**Compare, contrast, and analyze relevant connections between:**
INDICATOR	5.R.1.C.b.	Text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)

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	5.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	5.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:**
INDICATOR	5.R.2.A.e.	Explain the effect of a historical event or movement in literature

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	**R.3.**	**Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.**
GLE / COMPONENT	**R.3.B.**	**Literary Techniques**
INDICATOR / PROFICIENCY		**Read, infer and draw conclusions to:**
INDICATOR	5.R.3.B.c.	Verify facts through established methods

INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.4.	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.
GLE / COMPONENT	R.4.A.	Digital and Media Literacy
INDICATOR / PROFICIENCY		Read to develop an understanding of media and its components by:
INDICATOR	5.R.4.A.d.	Analyzing various digital media venues for levels of formality and informality

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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience

INDICATOR	5.W.1.A.b.	Formulating questions related to the topic
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	5.W.1.A.d.	Using a prewriting strategy

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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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.A.	Opinion/Argumentative
INDICATOR / PROFICIENCY		Write opinion texts that:
INDICATOR	5.W.2.A.e.	Reference the name of the author(s) or name of the source used for details or facts included in the text

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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.d.	Select relevant resources, literary and informational
INDICATOR	5.W.3.A.f.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing
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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context
STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Missouri Learning Standards

Language Arts

Grade **5** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	**R.3.**	**Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.**
GLE / COMPONENT	**R.3.A.**	**Text Features**
INDICATOR / PROFICIENCY		**Read, infer and draw conclusions to:**
INDICATOR	5.R.3.A.a.	Use multiple text features and graphics to locate information and gain an overview of the contents of text information

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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	5.W.1.A.d.	Using a prewriting strategy

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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful

INDICATOR	5.W.2.B.h.	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	5.W.3.A.d.	Select relevant resources, literary and informational
INDICATOR	5.W.3.A.g.	Differentiate between paraphrasing and plagiarism when using ideas of others

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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 26: Unit 8 Formal Essay Models, p. 217-222

Missouri Learning Standards

Language Arts

Grade **5** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		**Reading**

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.e .	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

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	5.W.1.A.a .	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.b .	Formulating questions related to the topic
INDICATOR	5.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	5.W.1.B.a .	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c .	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d .	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e .	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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.A.	Opinion/Argumentative
INDICATOR / PROFICIENCY		Write opinion texts that:
INDICATOR	5.W.2.A.e.	Reference the name of the author(s) or name of the source used for details or facts included in the text

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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source

INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 27: Unit 9 Formal Critique, p. 223-232

Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a .	Reading text that is developmentally appropriate

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:

INDICATOR	5.R.2.A.b.	Explain the theme or moral lesson, conflict and resolution in a story or novel

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	5.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	5.W.1.A.a .	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a .	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c .	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d .	Restating the overall main idea in the concluding statement

INDICATOR	5.W.1.B.e	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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.A.**	**Opinion/Argumentative**
INDICATOR / PROFICIENCY		**Write opinion texts that:**
INDICATOR	5.W.2.A.e.	Reference the name of the author(s) or name of the source used for details or facts included in the text

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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.D.**	**Independent Text**
INDICATOR / PROFICIENCY		**Read independently for multiple purposes over sustained periods of time by:**
INDICATOR	5.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	5.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:**
INDICATOR	5.R.2.A.b.	Explain the theme or moral lesson, conflict and resolution in a story or novel

STRAND: BIG IDEA / STANDARD		**Reading**
CONCEPT: GLE / BENCHMARK	**R.3.**	**Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.**
GLE / COMPONENT	**R.3.B.**	**Literary Techniques**

INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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.A.	Opinion/Argumentative
INDICATOR / PROFICIENCY		Write opinion texts that:
INDICATOR	5.W.2.A.e.	Reference the name of the author(s) or name of the source used for details or facts included in the text

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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph

INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently

Lesson 29: Unit 9 Formal Critique, p. 241-248

Missouri Learning Standards

Language Arts

Grade 5 - 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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a.	Reading text that is developmentally appropriate

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:
INDICATOR	5.R.2.A.b.	Explain the theme or moral lesson, conflict and resolution in a story or novel

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	5.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	5.W.1.A.a.	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a.	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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.A.	Opinion/Argumentative
INDICATOR / PROFICIENCY		Write opinion texts that:
INDICATOR	5.W.2.A.e.	Reference the name of the author(s) or name of the source used for details or facts included in the text

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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic
INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source

INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**
INDICATOR	5.SL.1.A.a.	Following agreed upon rules for listening and fulfilling discussion rules independently

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Missouri Learning Standards

Language Arts

Grade **5** - 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	5.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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	5.R.1.D.a.	Reading text that is developmentally appropriate
INDICATOR	5.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:
INDICATOR	5.R.2.A.b.	Explain the theme or moral lesson, conflict and resolution in a story or novel

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

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	5.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	5.W.1.A.a .	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.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	5.W.1.B.a .	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.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	5.W.1.B.c .	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure

INDICATOR	5.W.1.B.d.	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e.	Addressing an appropriate audience, organization, and purpose

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	5.W.1.C.a.	Develop and strengthen writing by revising: main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.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.A.**	**Opinion/Argumentative**
INDICATOR / PROFICIENCY		**Write opinion texts that:**
INDICATOR	5.W.2.A.e.	Reference the name of the author(s) or name of the source used for details or facts included in the text

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	5.W.2.B.a.	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b.	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.c.	Use an organizational format that suits the topic

INDICATOR	5.W.2.B.d.	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e.	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	5.W.2.B.f.	Use transition words to connect ideas within and across categories of information
INDICATOR	5.W.2.B.g.	Use text structures when useful
INDICATOR	5.W.2.B.h.	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

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	5.L.1.B.c.	Use a comma to separate an introductory clause in a complex sentence
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD		**Speaking/Listening**
CONCEPT: GLE / BENCHMARK	**SL.1.**	**Listen for a purpose.**
GLE / COMPONENT	**SL.1.A.**	**Purpose**
INDICATOR / PROFICIENCY		**Develop and apply effective listening skills and strategies in formal and informal settings by:**

INDICATOR	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently