Main Criteria: Structure and Style for Students
Secondary Criteria: Missouri Learning Standards

Subject: Language Arts
Grade: 4

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Missouri Learning Standards Language Arts Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD Reading

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

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

STRAND: BIG IDEA / STANDARD Reading

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

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

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.
, ,		R.3.A.	Text Features
	INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 4.R.3.A.b. Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure

STRAND: BIG IDEA / STANDARD Reading

CONCEPT:	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
BENCHMARK		times.

GLE /	R.3.B.	Literary Techniques
COMPONENT	К.З.Б.	Literary Fectiniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	4.R.3.B.c.	Explain how an author uses language to present information to influence what the reader thinks or does
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.d	Using a pre-writing strategy
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes
STRAND: BIG IDEA / STANDARD		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	4.SL.1.A. a.	Following, generating, and justifying classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
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CONCEPT: GLE / BENCHMARK	SL.2.	Listen for entertainment.
GLE / COMPONENT	SL.2.A.	Entertainment
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	4.SL.2.A.	Generating and following active listening rules, according to classroom expectations

Speaking/Listening

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

STRAND: BIG IDEA / STANDARD

Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. a.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats
INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A.	Giving a formal presentation to classmates, using a variety of media

Missouri Learning Standards Language Arts

Grade 4 - Adopted: 2016

STRAND: BIG
IDEA /
STANDARD

Reading

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

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

STRAND: BIG IDEA / STANDARD Reading

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

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

STRAND: BIG IDEA / STANDARD Reading

GLE / COMPONENT R.3.A. Text Features INDICATOR / PROFICIENCY Read, infer and draw conclusions to:	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.
·		R.3.A.	Text Features
			Read, infer and draw conclusions to:

INDICATOR 4.R.3.A.b. Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure

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 4.R.3.B.c. Explain how an author uses language to present information to influence what the reader thinks or does

Reading Foundations

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

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: W.1. Apply a writing process to develop a text for audience and purpose. GLE / BENCHMARK
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GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g	Create a concluding paragraph related to the information
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes
STRAND: BIG IDEA / STANDARD		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	4.SL.1.A. a.	Following, generating, and justifying classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Listen for entertainment.

CONCEPT: GLE / BENCHMARK	SL.2.	Listen for entertainment.
GLE / COMPONENT	SL.2.A.	Entertainment
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	4.SL.2.A. a.	Generating and following active listening rules, according to classroom expectations

Speaking/Listening

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

STRAND: BIG IDEA / STANDARD

Speaking/Listening

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CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats

4.SL.4.A. Paraphrasing portions of a text read aloud or information presented in diverse media and formats

INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A. d.	Giving a formal presentation to classmates, using a variety of media
		UNIT 2: WRITING FROM NOTES Week 3 Page 23-30
		Missouri Learning Standards Language Arts Grade 4 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	4.R.2.A.a.	Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme

4.R.2.A.b. Describe the personality traits of characters from the thoughts, words, and actions

 $4.R.2.A.c. \quad \text{Describe the interaction of characters, including relationships and how they change} \\$

INDICATOR

INDICATOR

Reading Foundations

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

STRAND: BIG IDEA / STANDARD Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs

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:
INIDICATOR	1 W 1 C a	Develop and strengthen writing by revising main idea seguence (ideas) focus heginning/middle/end details/facts

INDICATOR

 $4.W.1.C.a \quad \text{Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts}\\$

(from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience

and purpose, voice

INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE /	W.2.C.	Narrative/Literary
COMPONENT		Than activo Excitation
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR /	4.W.2.C.a	
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR / PROFICIENCY INDICATOR	4.W.2.C.b	Write fiction or non-fiction narratives and poems that: Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR / PROFICIENCY INDICATOR INDICATOR	4.W.2.C.b	Write fiction or non-fiction narratives and poems that: Establish a setting, situation/topic and introduce a narrator and/or characters Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR I PROFICIENCY INDICATOR INDICATOR INDICATOR	4.W.2.C.b	Write fiction or non-fiction narratives and poems that: Establish a setting, situation/topic and introduce a narrator and/or characters Use narrative techniques, such as dialogue, motivation and descriptions Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
INDICATOR / PROFICIENCY INDICATOR INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA /	4.W.2.C.b	Write fiction or non-fiction narratives and poems that: Establish a setting, situation/topic and introduce a narrator and/or characters Use narrative techniques, such as dialogue, motivation and descriptions Organize an event sequence that unfolds naturally to establish a beginning/middle/ end Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR / PROFICIENCY INDICATOR INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	4.W.2.C.b - 4.W.2.C.c	Write fiction or non-fiction narratives and poems that: Establish a setting, situation/topic and introduce a narrator and/or characters Use narrative techniques, such as dialogue, motivation and descriptions Organize an event sequence that unfolds naturally to establish a beginning/middle/ end Use specific, relevant and accurate words that are suited to the topic, audience, and purpose Language
INDICATOR / PROFICIENCY INDICATOR INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	4.W.2.C.b 4.W.2.C.c 4.W.2.C.e	Write fiction or non-fiction narratives and poems that: Establish a setting, situation/topic and introduce a narrator and/or characters Use narrative techniques, such as dialogue, motivation and descriptions Organize an event sequence that unfolds naturally to establish a beginning/middle/ end Use specific, relevant and accurate words that are suited to the topic, audience, and purpose Language Communicate using conventions of English language.

INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.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	4.SL.1.A. a.	Following, generating, and justifying classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Listen for entertainment.
GLE / COMPONENT	SL.2.A.	Entertainment
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	4.SL.2.A. a.	Generating and following active listening rules, according to classroom expectations
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions

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

Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. a.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats
INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A. d.	Giving a formal presentation to classmates, using a variety of media

UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

Missouri Learning Standards Language Arts Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD Reading

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

Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text

INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	4.R.2.A.a.	Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme
INDICATOR	4.R.2.A.b.	Describe the personality traits of characters from the thoughts, words, and actions
INDICATOR	4.R.2.A.c.	Describe the interaction of characters, including relationships and how they change
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	4.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters

INDICATOR	4.W.2.C.b	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
INDICATOR	4.W.2.C.e	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE /	L.1.B.	Punctuation, Capitalization, Spelling
COMPONENT		
INDICATOR / PROFICIENCY		In written text:
INDICATOR /	4.L.1.B.e.	In written text: Use correct capitalization
INDICATOR / PROFICIENCY	4.L.1.B.e. 4.L.1.B.i.	
INDICATOR / PROFICIENCY INDICATOR		Use correct capitalization Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots,
INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA /		Use correct capitalization Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	4.L.1.B.i.	Use correct capitalization Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context Speaking/Listening
INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	4.L.1.B.i. SL.1.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context Speaking/Listening Listen for a purpose.

Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.2.	Listen for entertainment.
GLE / COMPONENT	SL.2.A.	Entertainment
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	4.SL.2.A. a.	Generating and following active listening rules, according to classroom expectations

STRAND: BIG IDEA / STANDARD

Speaking/Listening

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

STRAND: BIG IDEA / STANDARD

Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. a.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats
INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A. d.	Giving a formal presentation to classmates, using a variety of media

UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

Reading

STANDARD		
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
IDEA /	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.
IDEA / STANDARD CONCEPT: GLE /	R.3. R.3.A.	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
IDEA / STANDARD CONCEPT: GLE / BENCHMARK	-	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.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	R.3.A.	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. Text Features
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	R.3.A.	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. Text Features Read, infer and draw conclusions to:
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA /	R.3.A.	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. Text Features Read, infer and draw conclusions to: Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	R.3.A. 4.R.3.A.b.	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. Text Features Read, infer and draw conclusions to: Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure Reading 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
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	4.R.3.A.b.	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. Text Features Read, infer and draw conclusions to: Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure Reading 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.

4.R.3.B.c. Explain how an author uses language to present information to influence what the reader thinks or does

STRAND: BIG IDEA / STANDARD

INDICATOR

Reading Foundations

CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
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 !		
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA I STANDARD		Writing
CONCERT	W 2	Compose well-developed writing texts for audience and purpose.
CONCEPT: GLE / BENCHMARK	W.2.	
GLE /	W.2.B.	Informative/Explanatory
GLE / BENCHMARK		
GLE / BENCHMARK GLE / COMPONENT INDICATOR /	W.2.B.	Informative/Explanatory
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	W.2.B. 4.W.2.B.a	Informative/Explanatory Write informative/ explanatory texts that:
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR	4.W.2.B.a 4.W.2.B.b	Informative/Explanatory Write informative/ explanatory texts that: Introduce a topic using a topic sentence in an introductory paragraph Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR	4.W.2.B.a 4.W.2.B.b 4.W.2.B.c.	Informative/Explanatory Write informative/ explanatory texts that: Introduce a topic using a topic sentence in an introductory paragraph Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR	4.W.2.B.a 4.W.2.B.b 4.W.2.B.c. 4.W.2.B.d	Informative/Explanatory Write informative/ explanatory texts that: Introduce a topic using a topic sentence in an introductory paragraph Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations Use specific, relevant and accurate words that are suited to the topic, audience, and purpose

CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.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	4 SI 1 A	Following, generating, and justifying classroom listening rules

 ${\tt INDICATOR} \hspace{1cm} {\tt 4.SL.1.A.} \hspace{0.2cm} {\tt Following, generating, and justifying classroom listening rules}$

a.

Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.2.	Listen for entertainment.
GLE / COMPONENT	SL.2.A.	Entertainment
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	4.SL.2.A. a.	Generating and following active listening rules, according to classroom expectations

STRAND: BIG IDEA / STANDARD

Speaking/Listening

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

STRAND: BIG IDEA / STANDARD

Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. a.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats
INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A. d.	Giving a formal presentation to classmates, using a variety of media

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

INDICATOR / PROFICIENCY

Reading

STANDARD		
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	4.R.2.A.a.	Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme
INDICATOR	4.R.2.A.b.	Describe the personality traits of characters from the thoughts, words, and actions
INDICATOR	4.R.2.A.c.	Describe the interaction of characters, including relationships and how they change
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency

Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension ${\bf r}$

INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.

GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	4.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C.b	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
INDICATOR	4.W.2.C.e	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.

GLE /	L.1.B.	Punctuation, Capitalization, Spelling
COMPONENT		T anotaation, capitalization, oponing
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.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	4.SL.1.A. a.	Following, generating, and justifying classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Listen for entertainment.
GLE / COMPONENT	SL.2.A.	Entertainment
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	4.SL.2.A. a.	Generating and following active listening rules, according to classroom expectations
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A.	Expressing opinions of read-alouds and independent reading and relating opinion to others

b.

Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. a.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats
INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A. d.	Giving a formal presentation to classmates, using a variety of media

UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

Missouri Learning Standards Language Arts

Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Reading

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

STRAND: BIG IDEA / **STANDARD**

Reading

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

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

STRAND: BIG IDEA / STANDARD

Reading

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	4.R.2.A.a.	Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme
INDICATOR	4.R.2.A.b.	Describe the personality traits of characters from the thoughts, words, and actions
INDICATOR	4.R.2.A.c.	Describe the interaction of characters, including relationships and how they change
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.d	Using a pre-writing 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 4.W.1.B.c. Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs

STRAND: BIG
IDEA /
STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	4.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C.b	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end

INDICATOR	4.W.2.C.e	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.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	4.SL.1.A. a.	Following, generating, and justifying classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Listen for entertainment.
GLE / COMPONENT	SL.2.A.	Entertainment

INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	4.SL.2.A. a.	Generating and following active listening rules, according to classroom expectations
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A. b.	Expressing opinions of read-alouds and independent reading and relating opinion to others
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE /	SL.4.A.	Presenting
COMPONENT		
		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
COMPONENT INDICATOR /	4.SL.4.A. a.	
INDICATOR / PROFICIENCY	a.	with a group by:
INDICATOR / PROFICIENCY INDICATOR	a. 4.SL.4.A. b.	with a group by: Paraphrasing portions of a text read aloud or information presented in diverse media and formats
INDICATOR I PROFICIENCY INDICATOR INDICATOR	a. 4.SL.4.A. b. 4.SL.4.A.	with a group by: Paraphrasing portions of a text read aloud or information presented in diverse media and formats Using efficient presentation skills with available resources
INDICATOR I PROFICIENCY INDICATOR INDICATOR	a. 4.SL.4.A. b. 4.SL.4.A.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats Using efficient presentation skills with available resources Giving a formal presentation to classmates, using a variety of media
INDICATOR I PROFICIENCY INDICATOR INDICATOR	a. 4.SL.4.A. b. 4.SL.4.A.	With a group by: Paraphrasing portions of a text read aloud or information presented in diverse media and formats Using efficient presentation skills with available resources Giving a formal presentation to classmates, using a variety of media UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70 Missouri Learning Standards Language Arts

GLE / COMPONENT

R.1.B.

Vocabulary

INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	4.R.2.A.a.	Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme
INDICATOR	4.R.2.A.b.	Describe the personality traits of characters from the thoughts, words, and actions
INDICATOR	4.R.2.A.c.	Describe the interaction of characters, including relationships and how they change
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.

GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
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
	W.1.C.	Revise/Edit Reread, revise and edit drafts with assistance to:
COMPONENT INDICATOR /		
INDICATOR / PROFICIENCY	4.W.1.C.a	Reread, revise and edit drafts with assistance to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience
INDICATOR / PROFICIENCY INDICATOR	4.W.1.C.a	Reread, revise and edit drafts with assistance to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA /	4.W.1.C.a	Reread, revise and edit drafts with assistance to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions
INDICATOR I PROFICIENCY INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA I STANDARD CONCEPT: GLE I	4.W.1.C.a	Reread, revise and edit drafts with assistance to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions Writing
INDICATOR / PROFICIENCY INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	4.W.1.C.a 4.W.1.C.b	Reread, revise and edit drafts with assistance to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions Writing Apply a writing process to develop a text for audience and purpose.
INDICATOR / PROFICIENCY INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	4.W.1.C.a . 4.W.1.C.b .	Reread, revise and edit drafts with assistance to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions Writing Apply a writing process to develop a text for audience and purpose. Produce/Publish and Share Writing

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	4.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C.b	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
INDICATOR	4.W.2.C.e	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots,

affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG

Speaking/Listening

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	4.SL.1.A. a.	Following, generating, and justifying classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Listen for entertainment.
GLE / COMPONENT	SL.2.A.	Entertainment
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	4.SL.2.A. a.	Generating and following active listening rules, according to classroom expectations
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A.	Expressing opinions of read-alouds and independent reading and relating opinion to others

STRAND: BIG IDEA / STANDARD

b.

Speaking/Listening

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

INDICATOR	4.SL.4.A. a.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats
INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources
INDICATOR	4.SL.4.A. d.	Giving a formal presentation to classmates, using a variety of media
		UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90
		Missouri Learning Standards
		Language Arts
		Grade 4 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.a.	Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words

Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4 D 1 D 2	Pooding toyt that is dovolonmentally appropriate

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

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 4.R.3.A.b. Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure

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	4.R.3.B.c.	Explain how an author uses language to present information to influence what the reader thinks or does

STRAND: BIG IDEA / STANDARD

Reading Foundations

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

STRAND: BIG IDEA / STANDARD

Reading Foundations

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

STRAND: BIG IDEA / STANDARD

Writing

OTANDAND		
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing strategy

Writing

IDEA / ST ANDARD		
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
STRAND: BIG IDEA / STANDARD		Writing
IDEA /	W.1.	Writing Apply a writing process to develop a text for audience and purpose.
IDEA / STANDARD CONCEPT: GLE /	W.1. W.1.C.	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK		Apply a writing process to develop a text for audience and purpose.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	W.1.C.	Apply a writing process to develop a text for audience and purpose. Revise/Edit
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	W.1.C. 4.W.1.C.a	Apply a writing process to develop a text for audience and purpose. Revise/Edit Reread, revise and edit drafts with assistance to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting

INDICATOR

INDICATOR

4.L.1.A.d. Use adverbs in writing

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

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

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.f.	Spell words with suffixes by dropping or leaving the final 'e'
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. a.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats

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Missouri Learning Standards Language Arts Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

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

IDEA / ST ANDARD	

CONCEPT: R.1. GLE / BENCHMARK	Develop and apply skills to the reading process.	
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GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
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	4.R.3.A.b.	Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure
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	4.R.3.B.c.	Explain how an author uses language to present information to influence what the reader thinks or does
INDICATOR STRAND: BIG IDEA / STANDARD	4.R.3.B.c.	Explain how an author uses language to present information to influence what the reader thinks or does Reading Foundations
STRAND: BIG	4.R.3.B.c. RF.4.	
STRAND: BIG IDEA / STANDARD CONCEPT: GLE /		Reading Foundations
STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK	RF.4.	Reading Foundations Understand how English is written and read.
STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	RF.4.	Reading Foundations Understand how English is written and read. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose
STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	RF.4.A. 4.RF.4.A.	Reading Foundations Understand how English is written and read. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA /	RF.4.A. 4.RF.4.A.	Understand how English is written and read. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	RF.4.A. 4.RF.4.A. a.	Understand how English is written and read. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension Use context to confirm or self-correct word recognition and understanding, rereading as necessary Writing

INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
COMPONENT		

INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. a.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats

UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

Missouri Learning Standards Language Arts

Grade 4 - Adopted: 2016

STRAND: BIG
IDEA /
STANDARD

Reading

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

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

STRAND: BIG IDEA / STANDARD

CONCEPT:	R.1.	Develop and apply skills to the reading process.
BENCHMARK		
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
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	4.R.3.A.b.	Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure
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	4.R.3.B.c.	Explain how an author uses language to present information to influence what the reader thinks or does
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.

GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing

INDICATOR /		With assistance from adults/peers:
PROFICIENCY		Then addictance from additionpooler
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar

INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. a.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

Missouri Learning Standards Language Arts

Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Reading

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

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

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	4040-	Deading to the the tire development by a property

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

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 4.R.3.A.b. Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure

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	4000-	Evalois how on outhor was a larguage to present information to influence what the reader thinks or does

INDICATOR 4.R.3.B.c. Explain how an author uses language to present information to influence what the reader thinks or does

STRAND: BIG IDEA / **STANDARD**

Reading Foundations

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

a.

STRAND: BIG IDEA / **STANDARD**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. a.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats

UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112

Missouri Learning Standards Language Arts

Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary

INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory

INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.f.	Use prepositions correctly in a sentence
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
		UNIT 5; WRITING FROM PICTURES Week 14 Page 113-124

Missouri Learning Standards Language Arts Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Reading

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

STRAND: BIG IDEA / STANDARD

Reading

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

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

STRAND: BIG IDEA / STANDARD

Reading Foundations

CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension

INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA I STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:

INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.c.	Use progressive verbs to show past, present, and future
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
		UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130
		Missouri Learning Standards Language Arts Grade 4 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary

 $\label{eq:decomposition} \textbf{Develop an understanding of vocabulary by:}$

INDICATOR / PROFICIENCY

INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	4.R.2.A.b.	Describe the personality traits of characters from the thoughts, words, and actions
INDICATOR	4.R.2.A.c.	Describe the interaction of characters, including relationships and how they change
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	4.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C.b	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
INDICATOR	4.W.2.C.e	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
		UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138

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STRAND: BIG IDEA / STANDARD

Reading

STANDARD		
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	4.R.1.B.b.	Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	4.R.2.A.b.	Describe the personality traits of characters from the thoughts, words, and actions
INDICATOR	4.R.2.A.c.	Describe the interaction of characters, including relationships and how they change
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension

4.RF.4.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

a.

INDICATOR

STRAND: BIG			
IDEA /			
STANDARD			

Writing

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

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:

INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	4.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C.b	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
INDICATOR	4.W.2.C.e	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling

INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

Missouri Learning Standards Language Arts Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD Reading

GLE / R.1.B. Vocabulary	
INDICATOR / Develop an understanding of vocabulary by: PROFICIENCY	

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

STRAND: BIG IDEA / STANDARD Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.C.	Making Connections
INDICATOR / PROFICIENCY		Explain relevant connections between:
INDICATOR	4.R.1.C.a.	Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)

STRAND: BIG IDEA / STANDARD Reading

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

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

STRAND: BIG IDEA / STANDARD

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	4.R.3.A.b.	Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure
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	4.R.3.B.b.	Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis
INDICATOR	4.R.3.B.c.	Explain how an author uses language to present information to influence what the reader thinks or does
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	4.R.3.C.d.	Compare and contrast a firsthand and secondhand account of the same event or topic
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR		Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA <i>I</i> STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.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	4.SL.1.A. a.	Following, generating, and justifying classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Listen for entertainment.
GLE / COMPONENT	SL.2.A.	Entertainment
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

INDICATOR	4.SL.2.A. a.	Generating and following active listening rules, according to classroom expectations
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.3.A. a.	Contributing to discussion after listening to others' ideas, according to classroom expectations
INDICATOR	4.SL.3.A. b.	Expressing opinions of read-alouds and independent reading and relating opinion to others
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. a.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160
		Missouri Learning Standards Language Arts Grade 4 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

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

STRAND: BIG IDEA / STANDARD

INDICATOR

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.C.	Making Connections
INDICATOR / PROFICIENCY		Explain relevant connections between:
INDICATOR	4.R.1.C.a.	Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
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	4.R.3.A.b.	Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure
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	4.R.3.B.b.	Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis
INDICATOR	4.R.3.B.c.	Explain how an author uses language to present information to influence what the reader thinks or does
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	4.R.3.C.d.	Compare and contrast a firsthand and secondhand account of the same event or topic
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

paragraph

4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
	Writing
W.1.	Apply a writing process to develop a text for audience and purpose.
W.1.C.	Revise/Edit
	Reread, revise and edit drafts with assistance to:
4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
4.W.1.C.b	Edit for language conventions
	Writing
W.1.	Apply a writing process to develop a text for audience and purpose.
W.1.D.	
VV.1.D.	Produce/Publish and Share Writing
W.I.D.	Produce/Publish and Share Writing With assistance from adults/peers:
4.W.1.D.a	With assistance from adults/peers:
4.W.1.D.a	With assistance from adults/peers: Use technology, including the Internet, to produce and publish writing
4.W.1.D.a	With assistance from adults/peers: Use technology, including the Internet, to produce and publish writing Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
4.W.1.D.a 4.W.1.D.b	With assistance from adults/peers: Use technology, including the Internet, to produce and publish writing Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting Writing
4.W.1.D.a 4.W.1.D.b	With assistance from adults/peers: Use technology, including the Internet, to produce and publish writing Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting Writing Compose well-developed writing texts for audience and purpose.
4.W.1.D.a . 4.W.1.D.b .	With assistance from adults/peers: Use technology, including the Internet, to produce and publish writing Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting Writing Compose well-developed writing texts for audience and purpose. Informative/Explanatory
	W.1.C. 4.W.1.C.a . 4.W.1.C.b .

INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE /	L.1.A.	Communicate using conventions of English language. Grammar
GLE / BENCHMARK		
GLE / BENCHMARK GLE / COMPONENT INDICATOR /	L.1.A.	Grammar
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	L.1.A. 4.L.1.A.b.	Grammar In speech and written form, apply standard English grammar to:
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR	4.L.1.A.b. 4.L.1.A.d.	Grammar In speech and written form, apply standard English grammar to: Use and order adjectives within sentences to conventional patterns
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA /	4.L.1.A.b. 4.L.1.A.d.	Grammar In speech and written form, apply standard English grammar to: Use and order adjectives within sentences to conventional patterns Use adverbs in writing
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA /	4.L.1.A.b. 4.L.1.A.d.	In speech and written form, apply standard English grammar to: Use and order adjectives within sentences to conventional patterns Use adverbs in writing Produce and expand the complete simple and compound four types of sentences
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR INDICATOR INDICATOR CONCEPT: GLE /	4.L.1.A.b. 4.L.1.A.d. 4.L.1.A.h.	In speech and written form, apply standard English grammar to: Use and order adjectives within sentences to conventional patterns Use adverbs in writing Produce and expand the complete simple and compound four types of sentences Language
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	4.L.1.A.b. 4.L.1.A.d. 4.L.1.A.h.	In speech and written form, apply standard English grammar to: Use and order adjectives within sentences to conventional patterns Use adverbs in writing Produce and expand the complete simple and compound four types of sentences Language Communicate using conventions of English language.
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR INDICATOR INDICATOR CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	4.L.1.A.b. 4.L.1.A.d. 4.L.1.A.h.	In speech and written form, apply standard English grammar to: Use and order adjectives within sentences to conventional patterns Use adverbs in writing Produce and expand the complete simple and compound four types of sentences Language Communicate using conventions of English language. Punctuation, Capitalization, Spelling

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	4.SL.1.A. a.	Following, generating, and justifying classroom listening rules

STRAND: BIG IDEA / STANDARD

Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.2.	Listen for entertainment.
GLE / COMPONENT	SL.2.A.	Entertainment
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	4.SL.2.A. a.	Generating and following active listening rules, according to classroom expectations

STRAND: BIG IDEA / STANDARD

Speaking/Listening

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

STRAND: BIG IDEA / STANDARD

Speaking/Listening

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

INDICATOR 4.SL.4.A. Paraphrasing portions of a text read aloud or information presented in diverse media and formats a. UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170 Missouri Learning Standards Language Arts Grade 4 - Adopted: 2016 STRAND: BIG Reading IDEA / **STANDARD** CONCEPT: R.1. Develop and apply skills to the reading process. GLE / **BENCHMARK** GLE / R.1.B. Vocabulary COMPONENT INDICATOR / Develop an understanding of vocabulary by: **PROFICIENCY INDICATOR** 4.R.1.B.b. Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words STRAND: BIG Reading IDEA / **STANDARD** CONCEPT: R.1. Develop and apply skills to the reading process. GLE / **BENCHMARK** GLE / R.1.C. **Making Connections** COMPONENT INDICATOR / Explain relevant connections between: **PROFICIENCY INDICATOR** 4.R.1.C.a. Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) STRAND: BIG Reading IDEA / **STANDARD** CONCEPT: R.1. Develop and apply skills to the reading process. GLE / **BENCHMARK** GLE / R.1.D. **Independent Text** COMPONENT INDICATOR / Read independently for multiple purposes over sustained periods of time by: **PROFICIENCY INDICATOR** 4.R.1.D.a. Reading text that is developmentally appropriate STRAND: BIG Reading IDEA / **STANDARD** CONCEPT: R.3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., GLE / narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and **BENCHMARK** GLE / R.3.A. **Text Features** COMPONENT

INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	4.R.3.A.b.	Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure
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	4.R.3.B.b.	Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis
INDICATOR	4.R.3.B.c.	Explain how an author uses language to present information to influence what the reader thinks or does
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	4.R.3.C.d.	Compare and contrast a firsthand and secondhand account of the same event or topic
STRAND: BIG		
IDEA / STANDARD		Reading Foundations
IDEA /	RF.4.	Reading Foundations Understand how English is written and read.
IDEA / STANDARD CONCEPT: GLE /		
IDEA / STANDARD CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	RF.4.A.	Understand how English is written and read. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	RF.4.A. 4.RF.4.A. a.	Understand how English is written and read. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA /	RF.4.A. 4.RF.4.A. a.	Understand how English is written and read. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension Use context to confirm or self-correct word recognition and understanding, rereading as necessary
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	RF.4.A. 4.RF.4.A. a.	Understand how English is written and read. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension Use context to confirm or self-correct word recognition and understanding, rereading as necessary Writing

INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
STRAND: BIG IDEA / STANDARD		Writing
IDEA /	W.1.	Writing Apply a writing process to develop a text for audience and purpose.
IDEA / STANDARD CONCEPT: GLE /		
IDEA / STANDARD CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	W.1. W.1.C.	Apply a writing process to develop a text for audience and purpose. Revise/Edit
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	W.1.C. 4.W.1.C.a	Apply a writing process to develop a text for audience and purpose. Revise/Edit Reread, revise and edit drafts with assistance to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	W.1.C. 4.W.1.C.a	Apply a writing process to develop a text for audience and purpose. Revise/Edit Reread, revise and edit drafts with assistance to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA /	W.1.C. 4.W.1.C.a	Apply a writing process to develop a text for audience and purpose. Revise/Edit Reread, revise and edit drafts with assistance to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	W.1.C. 4.W.1.C.a 4.W.1.C.b	Apply a writing process to develop a text for audience and purpose. Revise/Edit Reread, revise and edit drafts with assistance to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions Writing

INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.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	4.SL.1.A. a.	Following, generating, and justifying classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Listen for entertainment.
GLE / COMPONENT	SL.2.A.	Entertainment
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	4.SL.2.A. a.	Generating and following active listening rules, according to classroom expectations

Speaking/Listening

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

Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	4.SL.4.A. a.	Paraphrasing portions of a text read aloud or information presented in diverse media and formats

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Missouri Learning Standards Language Arts Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Writing

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

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d	Addressing an appropriate audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting

Writing

STANDARD		
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
STRAND: BIG IDEA / STANDARD		Language
CONCERT.	1.1	Communicate using companions of English language

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

STRAND: BIG IDEA / STANDARD

Language

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

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

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Missouri Learning Standards Language Arts

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STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful

Writing

STANDARD		
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	4.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	4.W.2.C.b	Use narrative techniques, such as dialogue, motivation and descriptions
INDICATOR	4.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
INDICATOR	4.W.2.C.e	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE /	L.1. L.1.A.	Communicate using conventions of English language. Grammar
GLE / BENCHMARK		
GLE / BENCHMARK GLE / COMPONENT INDICATOR /	L.1.A.	Grammar
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	L.1.A. 4.L.1.A.b.	Grammar In speech and written form, apply standard English grammar to:
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR	L.1.A. 4.L.1.A.b.	Grammar In speech and written form, apply standard English grammar to: Use and order adjectives within sentences to conventional patterns
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR	4.L.1.A.b. 4.L.1.A.d. 4.L.1.A.f.	Grammar In speech and written form, apply standard English grammar to: Use and order adjectives within sentences to conventional patterns Use adverbs in writing
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR	4.L.1.A.b. 4.L.1.A.d. 4.L.1.A.f.	Grammar In speech and written form, apply standard English grammar to: Use and order adjectives within sentences to conventional patterns Use adverbs in writing Use prepositions correctly in a sentence

INDICATOR 4.L.1.B.e. Use correct capitalization

In written text:

Punctuation, Capitalization, Spelling

L.1.B.

GLE / COMPONENT

INDICATOR / PROFICIENCY INDICATOR

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

UNIT 7: INVENTIVE WRITING Week 22 Page 181-188

Missouri Learning Standards Language Arts Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	4.W.1.A.a	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d	Addressing an appropriate audience

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful

Language

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

STRAND: BIG IDEA / STANDARD

Language

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

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Missouri Learning Standards
Language Arts
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STRAND: BIG IDEA / STANDARD

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

INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	4.W.1.A.d	Using a pre-writing 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	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d	Addressing an appropriate audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE /	W.1.	Apply a writing process to develop a text for audience and purpose.
BENCHMARK		

INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
STRAND: BIG IDEA <i>I</i> STANDARD		Writing
CONCEPT: GLE/ BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, at quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g	Create a concluding paragraph related to the information
STRAND: BIG DEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.f.	Use prepositions correctly in a sentence
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences

Language

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

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Missouri Learning Standards Language Arts Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD Writing

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

STRAND: BIG IDEA / STANDARD

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

INDICATOR	4.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	4.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs
INDICATOR	4.W.1.B.d	Addressing an appropriate audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
INDICATOR	4.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	4.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
IDEA /	W.1.	Writing Apply a writing process to develop a text for audience and purpose.
IDEA / STANDARD CONCEPT: GLE /	W.1.	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /		Apply a writing process to develop a text for audience and purpose.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	W.1.D.	Apply a writing process to develop a text for audience and purpose. Produce/Publish and Share Writing
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	W.1.D. 4.W.1.D.a	Apply a writing process to develop a text for audience and purpose. Produce/Publish and Share Writing With assistance from adults/peers:
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	W.1.D. 4.W.1.D.a	Apply a writing process to develop a text for audience and purpose. Produce/Publish and Share Writing With assistance from adults/peers: Use technology, including the Internet, to produce and publish writing
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA /	W.1.D. 4.W.1.D.a	Apply a writing process to develop a text for audience and purpose. Produce/Publish and Share Writing With assistance from adults/peers: Use technology, including the Internet, to produce and publish writing Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	4.W.1.D.a 4.W.1.D.b	Apply a writing process to develop a text for audience and purpose. Produce/Publish and Share Writing With assistance from adults/peers: Use technology, including the Internet, to produce and publish writing Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting Writing
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	4.W.1.D.a 4.W.1.D.b .	Apply a writing process to develop a text for audience and purpose. Produce/Publish and Share Writing With assistance from adults/peers: Use technology, including the Internet, to produce and publish writing Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting Writing Compose well-developed writing texts for audience and purpose.

INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
INDICATOR	4.W.2.B.f.	Use text structures when useful
INDICATOR	4.W.2.B.g	Create a concluding paragraph related to the information
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
INDICATOR	4.L.1.A.d.	Use adverbs in writing
INDICATOR	4.L.1.A.f.	Use prepositions correctly in a sentence
INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	4.L.1.B.e.	Use correct capitalization
INDICATOR	4.L.1.B.i.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots,

affixes) to read and spell accurately unfamiliar multi-syllabic words in context