

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: 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.
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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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

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

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:
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INDICATOR 4.SL.2.A. Generating and following active listening rules, according to classroom expectations
a.

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:
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INDICATOR 4.SL.3.A. Contributing to discussion after listening to others' ideas, according to classroom expectations
a.

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

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

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

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

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

**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.
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GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
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INDICATOR / PROFICIENCY		With assistance from adults/peers:
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INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
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STRAND: BIG IDEA / STANDARD **Writing**

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

CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
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GLE / COMPONENT	W.3.A.	Research Process
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INDICATOR / PROFICIENCY		Apply research process to:
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INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes
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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. Following, generating, and justifying classroom listening rules
a.

**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. Generating and following active listening rules, according to classroom expectations
a.

**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. Contributing to discussion after listening to others' ideas, according to classroom expectations
a.

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

**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.

INDICATOR	4.SL.4.A.	Using efficient presentation skills with available resources b.
INDICATOR	4.SL.4.A.	Giving a formal presentation to classmates, using a variety of media d.

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

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

**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
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INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
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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
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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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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
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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
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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
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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:
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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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INDICATOR	4.SL.4.A. b.	Using efficient presentation skills with available resources
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INDICATOR	4.SL.4.A. d.	Giving a formal presentation to classmates, using a variety of media
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Missouri Learning Standards
Language Arts
Grade 4 - Adopted: 2016

STRAND: BIG IDEA / STANDARD **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:
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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:
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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.
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GLE / COMPONENT	R.2.A.	Fiction
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INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
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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.
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GLE / COMPONENT	RF.4.A.	Fluency
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INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
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INDICATOR 4.RF.4.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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GLE / COMPONENT	W.1.A.	Prewriting
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INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
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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.
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GLE / COMPONENT	W.1.B.	Draft
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INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
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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
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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.
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GLE / COMPONENT	W.1.C.	Revise/Edit
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INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
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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
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INDICATOR	4.W.1.C.b	Edit for language conventions
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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.
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GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
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INDICATOR / PROFICIENCY		With assistance from adults/peers:
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INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
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STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
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GLE / COMPONENT	W.2.C.	Narrative/Literary
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INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
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INDICATOR	4.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
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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
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**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. Generating and following active listening rules, according to classroom expectations
a.

**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. Contributing to discussion after listening to others' ideas, according to classroom expectations
a.

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

**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.

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

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

**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.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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

**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:
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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
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INDICATOR	4.W.1.C.b	Edit for language conventions
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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.
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GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
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INDICATOR / PROFICIENCY		With assistance from adults/peers:
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INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
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STRAND: BIG IDEA / STANDARD **Writing**

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

**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. Generating and following active listening rules, according to classroom expectations
a.

**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. Contributing to discussion after listening to others' ideas, according to classroom expectations
a.

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

**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.

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

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

**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

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
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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.d	Using a pre-writing strategy
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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.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
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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.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
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INDICATOR	4.W.1.C.b	Edit for language conventions
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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.
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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.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.
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GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

INDICATOR	4.L.1.B.e.	Use correct capitalization
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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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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.	Following, generating, and justifying classroom listening rules a.
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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.	Generating and following active listening rules, according to classroom expectations a.
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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.	Contributing to discussion after listening to others' ideas, according to classroom expectations a.
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INDICATOR	4.SL.3.A.	Expressing opinions of read-alouds and independent reading and relating opinion to others b.
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**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 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:

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

**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:
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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:
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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
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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
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 8 Page 61-70		

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:
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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.
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GLE / COMPONENT	R.1.D.	Independent Text
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INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
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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.
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GLE / COMPONENT	R.2.A.	Fiction
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INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
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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.
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GLE / COMPONENT	RF.4.A.	Fluency
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INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
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INDICATOR 4.RF.4.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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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.
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GLE / COMPONENT	W.1.B.	Draft
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INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
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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.
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GLE / COMPONENT	W.1.C.	Revise/Edit
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INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
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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.
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GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
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INDICATOR / PROFICIENCY		With assistance from adults/peers:
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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. Following, generating, and justifying classroom listening rules
a.

**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. Generating and following active listening rules, according to classroom expectations
a.

**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. Contributing to discussion after listening to others' ideas, according to classroom expectations
a.

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

**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.
INDICATOR	4.SL.4.A.	Using efficient presentation skills with available resources b.
INDICATOR	4.SL.4.A.	Giving a formal presentation to classmates, using a variety of media d.

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.
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

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
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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
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**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
b.

**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**

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.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.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

UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

**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.
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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

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 **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
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INDICATOR	4.W.1.A.d	Using a pre-writing strategy
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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.
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GLE / COMPONENT	W.1.B.	Draft
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INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
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INDICATOR	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
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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
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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
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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.
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GLE / COMPONENT	W.1.C.	Revise/Edit
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INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
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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
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INDICATOR	4.W.1.C.b	Edit for language conventions
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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.
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GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
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INDICATOR / PROFICIENCY		With assistance from adults/peers:
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INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
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STRAND: BIG IDEA / STANDARD **Writing**

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

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

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

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

**STRAND: BIG
IDEA /
STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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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
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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:
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INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
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INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
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INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
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INDICATOR	4.W.2.B.f.	Use text structures when useful
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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:
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INDICATOR	4.W.3.A.e	Convert graphic/visual data into written notes
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STRAND: BIG IDEA / STANDARD **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar

INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
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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.
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GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
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INDICATOR / PROFICIENCY		In written text:
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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.
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GLE / COMPONENT	SL.4.A.	Presenting
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INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
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INDICATOR 4.SL.4.A. Paraphrasing portions of a text read aloud or information presented in diverse media and formats
a.

STRAND: BIG IDEA / STANDARD **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
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GLE / COMPONENT	R.1.B.	Vocabulary
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INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
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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.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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

**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
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INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
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**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
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INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
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INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
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INDICATOR	4.W.2.B.f.	Use text structures when useful
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**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
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**STRAND: BIG
IDEA /
STANDARD** **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

INDICATOR 4.L.1.A.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. Paraphrasing portions of a text read aloud or information presented in diverse media and formats
a.

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

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:
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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
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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
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**STRAND: BIG
IDEA /
STANDARD**

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
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INDICATOR	4.L.1.A.c.	Use progressive verbs to show past, present, and future
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INDICATOR	4.L.1.A.d.	Use adverbs in writing
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INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
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**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
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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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**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.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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

**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

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

**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
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INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
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**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
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INDICATOR	4.W.2.C.b	Use narrative techniques, such as dialogue, motivation and descriptions
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INDICATOR	4.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
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INDICATOR	4.W.2.C.e	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
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**STRAND: BIG
IDEA /
STANDARD**

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
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INDICATOR	4.L.1.A.d.	Use adverbs in writing
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INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
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**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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

**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.
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GLE / COMPONENT	R.1.B.	Vocabulary
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INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
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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.
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GLE / COMPONENT	R.1.C.	Making Connections
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INDICATOR / PROFICIENCY		Explain relevant connections between:
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INDICATOR	4.R.1.C.a.	Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
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STRAND: BIG IDEA / STANDARD **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
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GLE / COMPONENT	R.1.D.	Independent Text
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INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
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INDICATOR	4.R.1.D.a.	Reading text that is developmentally appropriate
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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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

**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
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INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
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**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
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INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
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INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
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INDICATOR	4.W.2.B.f.	Use text structures when useful
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**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
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**STRAND: BIG
IDEA /
STANDARD** **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

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

**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
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**STRAND: BIG
IDEA /
STANDARD**

Speaking/Listening

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

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

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

**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
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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
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STRAND: BIG IDEA / STANDARD **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
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INDICATOR	4.L.1.A.d.	Use adverbs in writing
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INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
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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
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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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**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. Following, generating, and justifying classroom listening rules
a.

**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. Generating and following active listening rules, according to classroom expectations
a.

**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. Contributing to discussion after listening to others' ideas, according to classroom expectations
a.

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

**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.

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.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:
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INDICATOR	4.R.3.A.b.	Describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure
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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.
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GLE / COMPONENT	R.3.B.	Literary Techniques
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INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
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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
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INDICATOR	4.R.3.B.c.	Explain how an author uses language to present information to influence what the reader thinks or does
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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.
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GLE / COMPONENT	R.3.C.	Text Structures
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INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
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INDICATOR	4.R.3.C.d.	Compare and contrast a firsthand and secondhand account of the same event or topic
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STRAND: BIG IDEA / STANDARD **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
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GLE / COMPONENT	RF.4.A.	Fluency
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INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
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INDICATOR	4.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
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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.
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GLE / COMPONENT	W.1.A.	Prewriting
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INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
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INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
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INDICATOR	4.W.1.A.d	Using a pre-writing strategy
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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.
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GLE / COMPONENT	W.1.B.	Draft
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INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
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INDICATOR	4.W.1.B.a	Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound
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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
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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
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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.
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GLE / COMPONENT	W.1.C.	Revise/Edit
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INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance to:
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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
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INDICATOR	4.W.1.C.b	Edit for language conventions
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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.
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GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
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INDICATOR / PROFICIENCY		With assistance from adults/peers:
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INDICATOR	4.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
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STRAND: BIG IDEA / STANDARD **Writing**

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

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

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
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GLE / COMPONENT	L.1.A.	Grammar
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INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
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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
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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
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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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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
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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
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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 7: INVENTIVE WRITING Week 20 Page 171-176

**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**

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**

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 7: INVENTIVE WRITING Week 21 Page 177-180

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 **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
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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.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
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INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
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**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
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INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
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INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
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INDICATOR	4.W.2.B.f.	Use text structures when useful
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**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.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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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
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INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
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INDICATOR	4.W.1.A.d	Using a pre-writing strategy
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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.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
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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
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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
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INDICATOR	4.W.1.B.d	Addressing an appropriate audience
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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.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
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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.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
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INDICATOR	4.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting
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**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
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INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
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INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
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INDICATOR	4.W.2.B.f.	Use text structures when useful
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**STRAND: BIG
IDEA /
STANDARD**

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	4.L.1.A.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 7: INVENTIVE WRITING Week 23 Page 189-198

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
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INDICATOR	4.W.1.A.d	Using a pre-writing strategy
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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.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
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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
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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
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INDICATOR	4.W.1.B.d	Addressing an appropriate audience
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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.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
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INDICATOR	4.W.1.C.b	Edit for language conventions
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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.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
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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:
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INDICATOR	4.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
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INDICATOR	4.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
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INDICATOR	4.W.2.B.c.	Use specific, relevant and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	4.W.2.B.d	Contain information using student's original language, except when using direct quotations from a source
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INDICATOR	4.W.2.B.f.	Use text structures when useful
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INDICATOR	4.W.2.B.g	Create a concluding paragraph related to the information
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STRAND: BIG IDEA / STANDARD **Language**

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar

INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
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INDICATOR	4.L.1.A.b.	Use and order adjectives within sentences to conventional patterns
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INDICATOR	4.L.1.A.d.	Use adverbs in writing
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INDICATOR	4.L.1.A.f.	Use prepositions correctly in a sentence
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INDICATOR	4.L.1.A.h.	Produce and expand the complete simple and compound four types of sentences
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**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
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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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UNIT 7: INVENTIVE WRITING Week 24 Page 199-201

**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
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INDICATOR	4.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
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INDICATOR	4.W.1.A.d	Using a pre-writing strategy
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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.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
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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

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**

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