

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

Missouri Learning Standards
Language Arts
 Grade 5 - Adopted: 2016

STRAND: BIG IDEA / STANDARD **Reading**

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

INDICATOR 5.R.1.D.a. Reading text that is developmentally appropriate

STRAND: BIG IDEA / STANDARD **Reading**

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

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

STRAND: BIG IDEA / STANDARD **Reading**

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 5.R.3.C.c. Analyze how the pattern of organization of a text influences the relationships

INDICATOR 5.R.3.C.e. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

**STRAND: BIG
IDEA /
STANDARD**

Reading Foundations

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

INDICATOR 5.RF.4.A. 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 5.W.1.A.c. Accessing prior knowledge or building background knowledge related to the topic

INDICATOR 5.W.1.A.d Using a prewriting strategy

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR 5.W.1.B.b Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	5.W.3.A.c.	Follow guidelines for collecting and recording information

INDICATOR 5.W.3.A.f. Convert graphic/visual data into written notes

**STRAND: BIG
IDEA /
STANDARD**

Speaking/Listening

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

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

**STRAND: BIG
IDEA /
STANDARD**

Speaking/Listening

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

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

INDICATOR	5.SL.4.A.	Planning an appropriate presentation, based on audience b.
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INDICATOR	5.SL.4.A.	Employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint c.
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**Missouri Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND: BIG IDEA / STANDARD **Reading**

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

INDICATOR 5.R.1.D.a. Reading text that is developmentally appropriate

STRAND: BIG IDEA / STANDARD **Reading**

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

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

STRAND: BIG IDEA / STANDARD **Reading**

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 5.R.3.C.c. Analyze how the pattern of organization of a text influences the relationships

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

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

INDICATOR 5.RF.4.A. 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 5.W.1.A.c. Accessing prior knowledge or building background knowledge related to the topic

INDICATOR 5.W.1.A.d Using a prewriting strategy

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR 5.W.1.B.b Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

INDICATOR 5.W.1.C.b Edit for language conventions

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.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 5.W.1.D.a Use technology, including the Internet, to produce and publish writing

INDICATOR 5.W.1.D.b Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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 5.W.2.B.a Introduce a topic using a topic sentence in an introductory paragraph

INDICATOR 5.W.2.B.b Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations

INDICATOR 5.W.2.B.d Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

INDICATOR 5.W.2.B.e Contain information using student's original language, except when using direct quotations from a source

**STRAND: BIG
IDEA /
STANDARD**

Language

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

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

INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

INDICATOR	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
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INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context
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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	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently
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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	5.SL.4.A. a.	Using efficient presentation skills with available resources using a variety of media
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INDICATOR	5.SL.4.A. b.	Planning an appropriate presentation, based on audience
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INDICATOR	5.SL.4.A. c.	Employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint
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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 5.R.1.D.a. Reading text that is developmentally appropriate

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

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GLE / COMPONENT	R.3.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

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IDEA /
STANDARD****Reading**

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GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 5.R.3.C.c. Analyze how the pattern of organization of a text influences the relationships

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

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

INDICATOR 5.RF.4.A. 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 5.W.1.A.c. Accessing prior knowledge or building background knowledge related to the topic

INDICATOR 5.W.1.A.d Using a prewriting strategy

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR 5.W.1.B.b Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

INDICATOR 5.W.1.C.b Edit for language conventions

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing

INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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	5.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
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INDICATOR	5.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	5.W.2.B.d	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	5.W.2.B.e	Contain information using student's original language, except when using direct quotations from a source
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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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
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INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing
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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	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles

INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context
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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	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently
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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	5.SL.4.A. a.	Using efficient presentation skills with available resources using a variety of media
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INDICATOR	5.SL.4.A. b.	Planning an appropriate presentation, based on audience
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INDICATOR	5.SL.4.A. c.	Employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint
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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 5.R.1.D.a. Reading text that is developmentally appropriate

STRAND: BIG IDEA / STANDARD **Reading**

CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
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GLE / COMPONENT	R.2.A.	Fiction
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INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions:
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INDICATOR 5.R.2.A.b. Explain the theme or moral lesson, conflict and resolution in a story or novel

INDICATOR 5.R.2.A.c. Describe how a narrator's or speaker's point of view influences events

INDICATOR 5.R.2.A.g. Introduce different forms of third-person points of view in stories

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 5.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 5.W.1.A.d Using a prewriting strategy

STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	5.W.1.B.a	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.e	Addressing an appropriate audience, organization, and purpose

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise, and edit drafts with assistance to:
INDICATOR	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.W.1.C.b	Edit for language conventions

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting

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
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	5.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	5.W.2.C.b	Use narrative techniques, such as dialogue, motivation, and descriptions
INDICATOR	5.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
INDICATOR	5.W.2.C.e	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

STRAND: BIG IDEA / STANDARD

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

STRAND: BIG IDEA / STANDARD

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

STRAND: BIG IDEA / STANDARD

Speaking/Listening

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

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

STRAND: BIG IDEA / STANDARD

Speaking/Listening

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

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

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

INDICATOR 5.SL.4.A. Employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint
c.

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

**Missouri Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND: BIG IDEA / STANDARD

Reading

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

INDICATOR 5.R.1.D.a. Reading text that is developmentally appropriate

STRAND: BIG IDEA / STANDARD

Reading

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

INDICATOR	5.R.2.A.b.	Explain the theme or moral lesson, conflict and resolution in a story or novel
INDICATOR	5.R.2.A.c.	Describe how a narrator's or speaker's point of view influences events
INDICATOR	5.R.2.A.g.	Introduce different forms of third-person points of view in stories

**STRAND: BIG
IDEA /
STANDARD**

Reading Foundations

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

INDICATOR 5.RF.4.A. 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 5.W.1.A.d Using a prewriting strategy

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR 5.W.1.B.a Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre

INDICATOR 5.W.1.B.c. Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise, and edit drafts with assistance to:
INDICATOR	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.W.1.C.b	Edit for language conventions

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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	5.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	5.W.2.C.b	Use narrative techniques, such as dialogue, motivation, and descriptions
INDICATOR	5.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end

INDICATOR	5.W.2.C.e	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:

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

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

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

INDICATOR 5.L.1.B.g. Use quotation marks when writing titles of stories, songs, poems, articles

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

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

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

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

INDICATOR 5.R.1.D.a. Reading text that is developmentally appropriate

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

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

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

INDICATOR 5.R.2.A.c. Describe how a narrator's or speaker's point of view influences events

INDICATOR 5.R.2.A.g. Introduce different forms of third-person points of view in stories

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

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

INDICATOR 5.RF.4.A. 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 5.W.1.A.d Using a prewriting strategy

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	5.W.1.B.a	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.e	Addressing an appropriate audience, organization, and purpose

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise, and edit drafts with assistance to:
INDICATOR	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.W.1.C.b	Edit for language conventions

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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	5.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	5.W.2.C.b	Use narrative techniques, such as dialogue, motivation, and descriptions
INDICATOR	5.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
INDICATOR	5.W.2.C.e	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

**STRAND: BIG
IDEA /
STANDARD**

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

**STRAND: BIG
IDEA /
STANDARD**

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

**STRAND: BIG
IDEA /
STANDARD**

Speaking/Listening

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

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

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

Missouri Learning Standards
Language Arts
Grade 5 - Adopted: 2016

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

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

INDICATOR 5.R.1.D.a. Reading text that is developmentally appropriate

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

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

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

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

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 5.R.3.C.c. Analyze how the pattern of organization of a text influences the relationships

INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
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**STRAND: BIG
IDEA /
STANDARD**

Reading Foundations

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

INDICATOR	5.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
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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	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
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INDICATOR	5.W.1.A.d	Using a prewriting 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	5.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
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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	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
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INDICATOR	5.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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	5.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
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INDICATOR	5.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	5.W.2.B.d	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	5.W.2.B.e	Contain information using student's original language, except when using direct quotations from a source
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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 5.W.3.A.c. Follow guidelines for collecting and recording information

INDICATOR 5.W.3.A.f. Convert graphic/visual data into written notes

STRAND: BIG IDEA / STANDARD Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
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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 5.L.1.A.a. Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection

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

STRAND: BIG IDEA / STANDARD Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
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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 5.L.1.B.g. Use quotation marks when writing titles of stories, songs, poems, articles

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

STRAND: BIG IDEA / STANDARD Speaking/Listening

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

STRAND: BIG IDEA / STANDARD Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	5.SL.4.A. a.	Using efficient presentation skills with available resources using a variety of media
INDICATOR	5.SL.4.A. b.	Planning an appropriate presentation, based on audience
INDICATOR	5.SL.4.A. c.	Employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint
UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76		

**Missouri Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND: BIG IDEA / STANDARD **Reading**

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

INDICATOR 5.R.1.D.a. Reading text that is developmentally appropriate

STRAND: BIG IDEA / STANDARD **Reading**

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

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

STRAND: BIG IDEA / STANDARD **Reading**

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
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GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.c.	Analyze how the pattern of organization of a text influences the relationships

INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
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STRAND: BIG IDEA / STANDARD **Reading Foundations**

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

INDICATOR	5.RF.4.A.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary a.
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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	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
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INDICATOR	5.W.1.A.d	Using a prewriting 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	5.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
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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	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

INDICATOR	5.W.1.C.b	Edit for language conventions
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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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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	5.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
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INDICATOR	5.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	5.W.2.B.d	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	5.W.2.B.e	Contain information using student's original language, except when using direct quotations from a source
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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 5.W.3.A.c. Follow guidelines for collecting and recording information

INDICATOR 5.W.3.A.f. Convert graphic/visual data into written notes

**STRAND: BIG
IDEA /
STANDARD**

Language

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

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

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

**STRAND: BIG
IDEA /
STANDARD**

Language

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

INDICATOR 5.L.1.B.g. Use quotation marks when writing titles of stories, songs, poems, articles

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

**STRAND: BIG
IDEA /
STANDARD**

Reading

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

INDICATOR 5.R.1.D.a. Reading text that is developmentally appropriate

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

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

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

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

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 5.R.3.C.a. Identify devices used in biographies and autobiographies, including how an author presents major events in a person's life

INDICATOR 5.R.3.C.c. Analyze how the pattern of organization of a text influences the relationships

INDICATOR 5.R.3.C.e. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

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

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

INDICATOR	5.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
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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	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
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INDICATOR	5.W.1.A.d	Using a prewriting 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	5.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
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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	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
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INDICATOR	5.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 5.W.1.D.a Use technology, including the Internet, to produce and publish writing

INDICATOR 5.W.1.D.b Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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 5.W.2.B.a Introduce a topic using a topic sentence in an introductory paragraph

INDICATOR 5.W.2.B.b Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations

INDICATOR 5.W.2.B.d Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

INDICATOR 5.W.2.B.e Contain information using student's original language, except when using direct quotations from a source

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR 5.W.3.A.c Follow guidelines for collecting and recording information

INDICATOR 5.W.3.A.f Convert graphic/visual data into written notes

**STRAND: BIG
IDEA /
STANDARD**

Language

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

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

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

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

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

INDICATOR 5.L.1.B.g. Use quotation marks when writing titles of stories, songs, poems, articles

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

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

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

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

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

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

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

INDICATOR	5.SL.4.A. Planning an appropriate presentation, based on audience b.
INDICATOR	5.SL.4.A. Employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint c.

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Language Arts
Grade 5 - Adopted: 2016

STRAND: BIG IDEA / STANDARD **Reading**

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

INDICATOR 5.R.1.D.a. Reading text that is developmentally appropriate

STRAND: BIG IDEA / STANDARD **Reading**

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

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

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

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

INDICATOR 5.RF.4.A. 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 5.W.1.A.c. Accessing prior knowledge or building background knowledge related to the topic

INDICATOR 5.W.1.A.d Using a prewriting strategy

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

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

INDICATOR 5.W.1.B.a Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre

INDICATOR 5.W.1.B.b Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

INDICATOR 5.W.1.B.c. Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure

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

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

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

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

INDICATOR 5.W.1.C.b Edit for language conventions

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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	5.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
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INDICATOR	5.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	5.W.2.B.c.	Use an organizational format that suits the topic
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INDICATOR	5.W.2.B.d	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	5.W.2.B.e	Contain information using student's original language, except when using direct quotations from a source
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INDICATOR	5.W.2.B.g	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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.d.	Use and correct verb tenses
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

**STRAND: BIG
IDEA /
STANDARD**

Language

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

INDICATOR 5.L.1.B.g. Use quotation marks when writing titles of stories, songs, poems, articles

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

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Missouri Learning Standards

Language Arts

Grade 5 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading

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

INDICATOR 5.R.1.D.a. Reading text that is developmentally appropriate

**STRAND: BIG
IDEA /
STANDARD**

Reading

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

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

**STRAND: BIG
IDEA /
STANDARD**

Reading Foundations

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

INDICATOR 5.RF.4.A. 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 5.W.1.A.c. Accessing prior knowledge or building background knowledge related to the topic

INDICATOR 5.W.1.A.d Using a prewriting strategy

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR 5.W.1.B.a Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre

INDICATOR 5.W.1.B.b Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

INDICATOR 5.W.1.B.c Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise, and edit drafts with assistance to:
INDICATOR	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

INDICATOR	5.W.1.C.b	Edit for language conventions
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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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing

INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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	5.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
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INDICATOR	5.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	5.W.2.B.c.	Use an organizational format that suits the topic
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INDICATOR	5.W.2.B.d	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	5.W.2.B.e	Contain information using student's original language, except when using direct quotations from a source
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INDICATOR	5.W.2.B.g	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.
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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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
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INDICATOR	5.L.1.A.d.	Use and correct verb tenses
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INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing
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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.B.	Punctuation, Capitalization, Spelling
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INDICATOR / PROFICIENCY		In written text:
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INDICATOR	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
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INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context
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**Missouri Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

STRAND: BIG IDEA / STANDARD **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
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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	5.R.1.D.a.	Reading text that is developmentally appropriate
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STRAND: BIG IDEA / STANDARD **Reading Foundations**

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

INDICATOR	5.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
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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	5.W.1.A.d	Using a prewriting 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	5.W.1.B.a	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
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INDICATOR	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
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INDICATOR	5.W.1.B.e	Addressing an appropriate audience, organization, and purpose
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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
INDICATOR / PROFICIENCY		Reread, revise, and edit drafts with assistance to:
INDICATOR	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.W.1.C.b	Edit for language conventions

STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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	5.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	5.W.2.C.b	Use narrative techniques, such as dialogue, motivation, and descriptions
INDICATOR	5.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
INDICATOR	5.W.2.C.e	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

STRAND: BIG IDEA / STANDARD **Language**

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

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

INDICATOR 5.L.1.A.d. Use and correct verb tenses

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

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

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

INDICATOR 5.L.1.B.g. Use quotation marks when writing titles of stories, songs, poems, articles

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

**Missouri Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

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

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.C.	Making Connections
INDICATOR / PROFICIENCY		Compare, contrast, and analyze relevant connections between:

INDICATOR 5.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.
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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 5.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.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 5.R.3.B.b. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

STRAND: BIG IDEA / STANDARD **Reading**

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 5.R.3.C.c. Analyze how the pattern of organization of a text influences the relationships

INDICATOR 5.R.3.C.d. Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view

INDICATOR 5.R.3.C.e. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

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

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

INDICATOR	5.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:

INDICATOR	5.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise, and edit drafts with assistance to:

INDICATOR	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
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INDICATOR	5.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:
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INDICATOR	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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.A.	Opinion/Argumentative
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INDICATOR / PROFICIENCY		Write opinion texts that:
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INDICATOR	5.W.2.A.f	Reference the name of the author(s) or name of the source used for details or facts included in the text
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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	5.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
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INDICATOR	5.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	5.W.2.B.d	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	5.W.2.B.e	Contain information using student's original language, except when using direct quotations from a source
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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	5.W.3.A.b	Formulate and refine an open-ended research question
INDICATOR	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	Convert graphic/visual data into written notes
INDICATOR	5.W.3.A.g	Differentiate between paraphrasing and plagiarism when using ideas of others

**STRAND: BIG
IDEA /
STANDARD**

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

**STRAND: BIG
IDEA /
STANDARD**

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

**STRAND: BIG
IDEA /
STANDARD**

Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.C.	Making Connections

INDICATOR / PROFICIENCY		Compare, contrast, and analyze relevant connections between:
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INDICATOR 5.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.
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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 5.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.
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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 5.R.3.B.b. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

STRAND: BIG IDEA / STANDARD Reading

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
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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 5.R.3.C.c. Analyze how the pattern of organization of a text influences the relationships

INDICATOR 5.R.3.C.d. Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view

INDICATOR 5.R.3.C.e. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

**STRAND: BIG
IDEA /
STANDARD**

Reading Foundations

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

INDICATOR 5.RF.4.A. 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 5.W.1.A.c. Accessing prior knowledge or building background knowledge related to the topic

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR 5.W.1.B.b Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

INDICATOR	5.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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.A.	Opinion/Argumentative
INDICATOR / PROFICIENCY		Write opinion texts that:

INDICATOR	5.W.2.A.f.	Reference the name of the author(s) or name of the source used for details or facts included in the text
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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	5.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
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INDICATOR	5.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	5.W.2.B.d	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	5.W.2.B.e	Contain information using student's original language, except when using direct quotations from a source
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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	5.W.3.A.b	Formulate and refine an open-ended research question
INDICATOR	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	Convert graphic/visual data into written notes
INDICATOR	5.W.3.A.g	Differentiate between paraphrasing and plagiarism when using ideas of others

**STRAND: BIG
IDEA /
STANDARD**

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

**STRAND: BIG
IDEA /
STANDARD**

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

Language Arts

Grade 5 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.C.	Making Connections
INDICATOR / PROFICIENCY		Compare, contrast, and analyze relevant connections between:

INDICATOR 5.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 5.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.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 5.R.3.B.b. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

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

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures

INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.c.	Analyze how the pattern of organization of a text influences the relationships
INDICATOR	5.R.3.C.d.	Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

STRAND: BIG IDEA / STANDARD **Reading**

CONCEPT: GLE / BENCHMARK	R.4.	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.
GLE / COMPONENT	R.4.A.	Digital and Media Literacy
INDICATOR / PROFICIENCY		Read to develop an understanding of media and its components by:

INDICATOR 5.R.4.A.d. Analyzing various digital media venues for levels of formality and informality

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

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

INDICATOR 5.RF.4.A. 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 5.W.1.A.c. Accessing prior knowledge or building background knowledge related to the topic

STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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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	5.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
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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	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
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INDICATOR	5.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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.A.	Opinion/Argumentative
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INDICATOR / PROFICIENCY		Write opinion texts that:
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INDICATOR	5.W.2.A.f	Reference the name of the author(s) or name of the source used for details or facts included in the text
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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	5.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.d	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e	Contain information using student's original language, except when using direct quotations from a source

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	5.W.3.A.b	Formulate and refine an open-ended research question
INDICATOR	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	Convert graphic/visual data into written notes
INDICATOR	5.W.3.A.g	Differentiate between paraphrasing and plagiarism when using ideas of others

**STRAND: BIG
IDEA /
STANDARD**

Language

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

INDICATOR	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

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Missouri Learning Standards
Language Arts
Grade 5 - Adopted: 2016

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	5.W.1.A.a	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic

INDICATOR	5.W.1.A.d	Using a prewriting strategy
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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	5.W.1.B.a	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
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INDICATOR	5.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
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INDICATOR	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
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INDICATOR	5.W.1.B.d	Restating the overall main idea in the concluding statement
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INDICATOR	5.W.1.B.e	Addressing an appropriate audience, organization, and purpose
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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	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
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INDICATOR	5.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:
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INDICATOR	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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	5.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
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INDICATOR	5.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	5.W.2.B.c.	Use an organizational format that suits the topic
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INDICATOR	5.W.2.B.d	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	5.W.2.B.e	Contain information using student's original language, except when using direct quotations from a source
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INDICATOR	5.W.2.B.g	Use text structures when useful
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INDICATOR	5.W.2.B.h.	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	5.W.3.A.c.	Follow guidelines for collecting and recording information
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INDICATOR	5.W.3.A.f.	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 5.L.1.A.a. Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection

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

**STRAND: BIG
IDEA /
STANDARD**

Language

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

INDICATOR 5.L.1.B.g. Use quotation marks when writing titles of stories, songs, poems, articles

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

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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.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 5.R.3.C.e. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	5.W.1.A.a	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	5.W.1.A.d	Using a prewriting strategy

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	5.W.1.B.a	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e	Addressing an appropriate audience, organization, and purpose

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise, and edit drafts with assistance to:
INDICATOR	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

INDICATOR 5.W.1.C.b Edit for language conventions

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.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 5.W.1.D.a Use technology, including the Internet, to produce and publish writing

INDICATOR 5.W.1.D.b Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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 5.W.2.B.a Introduce a topic using a topic sentence in an introductory paragraph

INDICATOR 5.W.2.B.b Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations

INDICATOR 5.W.2.B.c. Use an organizational format that suits the topic

INDICATOR 5.W.2.B.d Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

INDICATOR 5.W.2.B.e Contain information using student's original language, except when using direct quotations from a source

INDICATOR 5.W.2.B.g Use text structures when useful

INDICATOR 5.W.2.B.h. Create a concluding paragraph related to the information

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR 5.W.3.A.c. Follow guidelines for collecting and recording information

INDICATOR 5.W.3.A.f. Convert graphic/visual data into written notes

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

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

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

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

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

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

INDICATOR 5.L.1.B.g. Use quotation marks when writing titles of stories, songs, poems, articles

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

**STRAND: BIG
IDEA /
STANDARD** **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	5.W.1.A.a	Selecting a genre appropriate for conveying the purpose to an intended 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.
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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	5.W.1.B.a	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
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INDICATOR	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
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INDICATOR	5.W.1.B.e	Addressing an appropriate audience, organization, and purpose
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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	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
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INDICATOR	5.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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	5.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
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INDICATOR	5.W.2.C.b	Use narrative techniques, such as dialogue, motivation, and descriptions
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INDICATOR	5.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
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INDICATOR	5.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.
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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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
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INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing
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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.B.	Punctuation, Capitalization, Spelling
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INDICATOR / PROFICIENCY		In written text:
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INDICATOR	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

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Missouri Learning Standards
Language Arts
Grade 5 - Adopted: 2016

STRAND: BIG IDEA / STANDARD **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.C.	Making Connections
INDICATOR / PROFICIENCY		Compare, contrast, and analyze relevant connections between:

INDICATOR 5.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 5.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.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 5.R.3.B.b. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

**STRAND: BIG
IDEA /
STANDARD**

Reading

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.c.	Analyze how the pattern of organization of a text influences the relationships
INDICATOR	5.R.3.C.d.	Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

**STRAND: BIG
IDEA /
STANDARD**

Reading Foundations

CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	5.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	5.W.1.A.a	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	5.W.1.A.d	Using a prewriting strategy

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR 5.W.1.B.b Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

INDICATOR 5.W.1.C.b Edit for language conventions

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.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 5.W.1.D.a Use technology, including the Internet, to produce and publish writing

INDICATOR 5.W.1.D.b Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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.A.	Opinion/Argumentative

INDICATOR / PROFICIENCY		Write opinion texts that:
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INDICATOR 5.W.2.A.f Reference the name of the author(s) or name of the source used for details or facts included in the text

STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
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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 5.W.2.B.a Introduce a topic using a topic sentence in an introductory paragraph

INDICATOR 5.W.2.B.b Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations

INDICATOR 5.W.2.B.d Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

INDICATOR 5.W.2.B.e Contain information using student's original language, except when using direct quotations from a source

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 5.W.3.A.b Formulate and refine an open-ended research question

INDICATOR 5.W.3.A.c. Follow guidelines for collecting and recording information

INDICATOR 5.W.3.A.f. Convert graphic/visual data into written notes

INDICATOR 5.W.3.A.g Differentiate between paraphrasing and plagiarism when using ideas of others

STRAND: BIG IDEA / STANDARD **Language**

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

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

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

STRAND: BIG IDEA / STANDARD **Language**

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

INDICATOR 5.L.1.B.g. Use quotation marks when writing titles of stories, songs, poems, articles

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

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194

Missouri Learning Standards
Language Arts
Grade 5 - Adopted: 2016

STRAND: BIG IDEA / STANDARD **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.C.	Making Connections
INDICATOR / PROFICIENCY		Compare, contrast, and analyze relevant connections between:

INDICATOR 5.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 5.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.B.	Literary Techniques
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.B.b.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
INDICATOR	5.R.3.B.c.	Verify facts through established methods
INDICATOR	5.R.3.B.g.	Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

**STRAND: BIG
IDEA /
STANDARD**

Reading

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.c.	Analyze how the pattern of organization of a text influences the relationships
INDICATOR	5.R.3.C.d.	Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

**STRAND: BIG
IDEA /
STANDARD**

Reading Foundations

CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	5.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	5.W.1.A.a	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	5.W.1.A.d	Using a prewriting strategy

STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	5.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
INDICATOR	5.W.1.B.e	Addressing an appropriate audience, organization, and purpose

STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise, and edit drafts with assistance to:
INDICATOR	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.W.1.C.b	Edit for language conventions

STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing

INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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.A.	Opinion/Argumentative
INDICATOR / PROFICIENCY		Write opinion texts that:

INDICATOR	5.W.2.A.f	Reference the name of the author(s) or name of the source used for details or facts included in the text
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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	5.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
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INDICATOR	5.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	5.W.2.B.d	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
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INDICATOR	5.W.2.B.e	Contain information using student's original language, except when using direct quotations from a source
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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	5.W.3.A.b	Formulate and refine an open-ended research question
INDICATOR	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	Convert graphic/visual data into written notes
INDICATOR	5.W.3.A.g	Differentiate between paraphrasing and plagiarism when using ideas of others

**STRAND: BIG
IDEA /
STANDARD**

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing

**STRAND: BIG
IDEA /
STANDARD**

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216

**Missouri Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

**STRAND: BIG
IDEA /
STANDARD**

Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.C.	Making Connections

INDICATOR / PROFICIENCY		Compare, contrast, and analyze relevant connections between:
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INDICATOR 5.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.
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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 5.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.
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GLE / COMPONENT	R.3.A.	Text Features
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INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
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INDICATOR 5.R.3.A.b. Interpret details from procedural text to complete a task, solve a problem, or perform an action

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 5.R.3.B.b. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

INDICATOR 5.R.3.B.c. Verify facts through established methods

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

STRAND: BIG IDEA / STANDARD Reading

CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
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GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	5.R.3.C.c.	Analyze how the pattern of organization of a text influences the relationships
INDICATOR	5.R.3.C.d.	Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view
INDICATOR	5.R.3.C.e.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

STRAND: BIG IDEA / STANDARD

Reading Foundations

CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	5.RF.4.A.	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	5.W.1.A.a	Selecting a genre appropriate for conveying the purpose to an intended audience
INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
INDICATOR	5.W.1.A.d	Using a prewriting strategy

STRAND: BIG IDEA / STANDARD

Writing

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

INDICATOR	5.W.1.B.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	5.W.1.B.e	Addressing an appropriate audience, organization, and purpose
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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	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
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INDICATOR	5.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing
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INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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.A.	Opinion/Argumentative
INDICATOR / PROFICIENCY		Write opinion texts that:

INDICATOR	5.W.2.A.f	Reference the name of the author(s) or name of the source used for details or facts included in the text
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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	5.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.d	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e	Contain information using student's original language, except when using direct quotations from a source

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	5.W.3.A.b	Formulate and refine an open-ended research question
INDICATOR	5.W.3.A.c.	Follow guidelines for collecting and recording information
INDICATOR	5.W.3.A.f.	Convert graphic/visual data into written notes
INDICATOR	5.W.3.A.g	Differentiate between paraphrasing and plagiarism when using ideas of others

**STRAND: BIG
IDEA /
STANDARD**

Language

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

INDICATOR	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context

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Missouri Learning Standards
Language Arts
Grade 5 - Adopted: 2016

STRAND: BIG IDEA / STANDARD **Reading**

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

INDICATOR 5.R.1.D.a. Reading text that is developmentally appropriate

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

STRAND: BIG IDEA / STANDARD **Reading**

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

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

INDICATOR 5.R.2.A.c. Describe how a narrator's or speaker's point of view influences events

INDICATOR	5.R.2.A.g.	Introduce different forms of third-person points of view in stories
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**STRAND: BIG
IDEA /
STANDARD**

Reading Foundations

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

INDICATOR	5.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
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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	5.W.1.A.d	Using a prewriting 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	5.W.1.B.a	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
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INDICATOR	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
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INDICATOR	5.W.1.B.d	Restating the overall main idea in the concluding statement
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INDICATOR	5.W.1.B.e	Addressing an appropriate audience, organization, and purpose
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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	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

INDICATOR 5.W.1.C.b Edit for language conventions

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing

INDICATOR 5.W.1.D.b Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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 5.W.2.C.a Establish a setting, situation/topic and introduce a narrator and/or characters

INDICATOR 5.W.2.C.b Use narrative techniques, such as dialogue, motivation, and descriptions

INDICATOR 5.W.2.C.c Organize an event sequence that unfolds naturally to establish a beginning/middle/ end

INDICATOR 5.W.2.C.e Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose

**STRAND: BIG
IDEA /
STANDARD**

Language

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

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

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

**STRAND: BIG
IDEA /
STANDARD**

Language

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

INDICATOR 5.L.1.B.g. Use quotation marks when writing titles of stories, songs, poems, articles

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

**STRAND: BIG
IDEA /
STANDARD**

Speaking/Listening

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

INDICATOR 5.SL.1.A. Following agreed upon rules for listening and fulfilling discussion rules independently
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.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:

INDICATOR 5.R.1.D.a. Reading text that is developmentally appropriate

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

STRAND: BIG IDEA / STANDARD **Reading**

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

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

INDICATOR 5.R.2.A.c. Describe how a narrator's or speaker's point of view influences events

INDICATOR 5.R.2.A.g. Introduce different forms of third-person points of view in stories

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

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

INDICATOR 5.RF.4.A. 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 5.W.1.A.d Using a prewriting strategy

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	5.W.1.B.a	Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre
INDICATOR	5.W.1.B.c.	Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
INDICATOR	5.W.1.B.d	Restating the overall main idea in the concluding statement
INDICATOR	5.W.1.B.e	Addressing an appropriate audience, organization, and purpose

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise, and edit drafts with assistance to:
INDICATOR	5.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	5.W.1.C.b	Edit for language conventions

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.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	5.W.1.D.a	Use technology, including the Internet, to produce and publish writing

INDICATOR	5.W.1.D.b	Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, 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	5.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
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INDICATOR	5.W.2.C.b	Use narrative techniques, such as dialogue, motivation, and descriptions
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INDICATOR	5.W.2.C.c	Organize an event sequence that unfolds naturally to establish a beginning/middle/ end
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INDICATOR	5.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	5.L.1.A.a.	Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection
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INDICATOR	5.L.1.A.e.	Produce a variety of complex sentences in writing
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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	5.L.1.B.g.	Use quotation marks when writing titles of stories, songs, poems, articles
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INDICATOR	5.L.1.B.j.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context
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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	5.SL.1.A. a.	Following agreed upon rules for listening and fulfilling discussion rules independently
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**Missouri Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR	5.W.1.A.c.	Accessing prior knowledge or building background knowledge related to the topic
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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	5.W.1.B.b	Establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph
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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
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	5.W.2.B.a	Introduce a topic using a topic sentence in an introductory paragraph
INDICATOR	5.W.2.B.b	Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations
INDICATOR	5.W.2.B.d	Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
INDICATOR	5.W.2.B.e	Contain information using student's original language, except when using direct quotations from a source