

# Main Criteria: Bible-Based Writing Lessons

## Secondary Criteria: Missouri Learning Standards

### Subject: Language Arts

Grades: 9, 10, 11, 12

### Bible-Based Writing Lessons

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

## Missouri Learning Standards

### Language Arts

Grade 9 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE  
/ BENCHMARK

RI.1.

Comprehend and Interpret Texts (Approaching Texts as a Reader)

GLE /  
COMPONENT

RI.1.B.

Word Meanings

INDICATOR /  
PROFICIENCY

9-  
10.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE  
/ BENCHMARK

RI.1.

Comprehend and Interpret Texts (Approaching Texts as a Reader)

GLE /  
COMPONENT

RI.1.D.

Summarize/Claim

INDICATOR /  
PROFICIENCY

9-  
10.RI.1.D.

Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE  
/ BENCHMARK

RI.3.

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

GLE /  
COMPONENT

RI.3.D.

Comprehension

INDICATOR /  
PROFICIENCY

9-  
10.RI.3.D.

Read and comprehend informational text independently and proficiently.

#### STRAND: BIG IDEA / STANDARD

#### Speaking and Listening

CONCEPT: GLE  
/ BENCHMARK

SL.1.

Collaborating

GLE /  
COMPONENT

SL.1.A.

Conversations

INDICATOR / PROFICIENCY	9- 10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.2.</b>	<b>Presenting</b>
<b>GLE / COMPONENT</b>	<b>SL.2.A.</b>	<b>Verbal Delivery</b>
INDICATOR / PROFICIENCY	9- 10.SL.2.A.	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	9- 10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>
INDICATOR / PROFICIENCY	9- 10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	9- 10.RI.3.D.	Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY      9-10.SL.1.A.      Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery

INDICATOR / PROFICIENCY      9-10.SL.2.A.      Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

**Missouri Learning Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY      11-12.RI.1.B.      Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY      11-12.RI.1.D.      Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT : GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY      11-12.RI.3.D.      Read and comprehend informational text independently and proficiently.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY      11-12.SL.1.A.      Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT : GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery

INDICATOR / PROFICIENCY      11-12.SL.2.A.      Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY      11-12.RI.1.B.      Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	11- 12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	11- 12.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11- 12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery

INDICATOR / PROFICIENCY	11- 12.SL.2.A.	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
----------------------------	-------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Lesson 02: Unit 2 Writing from Notes, p. 19-28

# Missouri Learning Standards

## Language Arts

Grade 9 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	9- 10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
----------------------------	------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /  
PROFICIENCY9-  
10.RI.1.D.

Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

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

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR /  
PROFICIENCY9-  
10.RI.3.D.

Read and comprehend informational text independently and proficiently.

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR /  
PROFICIENCY9-  
10.W.2.A.

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR

9-  
10.W.3.A.  
a.

Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR

9-  
10.W.3.A.  
b.

Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Speaking and Listening</b>		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Reading Informational Text</b>		
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9-10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Reading Informational Text</b>		
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9-10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Reading Informational Text</b>		
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	9- 10.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9- 10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.



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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>

INDICATOR /  
PROFICIENCY11-  
12.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>

INDICATOR /  
PROFICIENCY11-  
12.RI.1.D.

Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>

INDICATOR /  
PROFICIENCY11-  
12.RI.3.D.

Read and comprehend informational text independently and proficiently.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>

INDICATOR /  
PROFICIENCY11-  
12.W.2.A.

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>

INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
-------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	11- 12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	11- 12.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11- 12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11- 12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11- 12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11- 12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11- 12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11- 12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY      11-12.SL.1.A.      Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 03: Unit 3 Retelling Narrative Stories, p. 29-36

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY      9-10.RL.1.B.      Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR / PROFICIENCY      9-10.RL.2.D.      Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY      9-10.RL.3.D.      Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY      9-10.W.2.A.      Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR      9-10.W.3.A. a.      Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR      9-10.W.3.A. b.      Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

INDICATOR      9-10.W.3.A. c.      Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

INDICATOR      9-10.W.3.A. d.      Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY      9-10.SL.1.A.      Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RL.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	9-10.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.2.</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b>
<b>GLE / COMPONENT</b>	<b>RL.2.D.</b>	<b>Interaction and Meaning</b>
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>9-10.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	11-12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer

GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------



<b>GLE / COMPONENT</b>	<b>RL.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	11-12.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	11-12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>11-12.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY	9-10.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
-------------------------	--------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
-------------------------	--------------	-------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
-------------------------	--------------	------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>

INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	-------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>9-10.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	----------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
---------------------------------	--------------	-----------------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RL.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	9-10.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.2.</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b>
<b>GLE / COMPONENT</b>	<b>RL.2.D.</b>	<b>Interaction and Meaning</b>
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>9-10.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	11-12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer

GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RL.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	11-12.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	11-12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>11-12.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11- 12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
----------------------------	-------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY	9- 10.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
----------------------------	------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR / PROFICIENCY	9- 10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
----------------------------	------------------	-------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY	9- 10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
----------------------------	------------------	------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**



<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>

INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	-------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>9-10.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	----------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
---------------------------------	--------------	-----------------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RL.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	9-10.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.2.</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b>
<b>GLE / COMPONENT</b>	<b>RL.2.D.</b>	<b>Interaction and Meaning</b>
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>9-10.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	11-12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer

GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RL.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	11-12.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	11-12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>11-12.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11- 12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
----------------------------	-------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

**Lesson 06: Unit 4 Summarizing a Reference, p. 51-48****Missouri Learning Standards****Language Arts****Grade 9 - Adopted: 2016****STRAND: BIG  
IDEA /  
STANDARD****Reading Informational Text**

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	9- 10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
----------------------------	------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	9- 10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
----------------------------	------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT : GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	9- 10.RI.3.D.	Read and comprehend informational text independently and proficiently.
----------------------------	------------------	------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	-------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	----------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY      9-10.RI.1.B.      Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY      9-10.RI.1.D.      Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT : GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY      9-10.RI.3.D.      Read and comprehend informational text independently and proficiently.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT : GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY      9-10.W.2.A.      Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT : GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR      9-10.W.3.A. a.      Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.



INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Speaking and Listening</b>		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY      11-12.RI.1.B.      Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY      11-12.RI.1.D.      Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
--------------------------	-------	--------------------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	11-12.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>11-12.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

# Missouri Learning Standards

## Language Arts

Grade 12 - Adopted: 2016

### STRAND: BIG IDEA / STANDARD

### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY      11-12.RI.1.B.      Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

### STRAND: BIG IDEA / STANDARD

### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY      11-12.RI.1.D.      Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

### STRAND: BIG IDEA / STANDARD

### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY      11-12.RI.3.D.      Read and comprehend informational text independently and proficiently.

### STRAND: BIG IDEA / STANDARD

### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY      11-12.W.2.A.      Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

### STRAND: BIG IDEA / STANDARD

### Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
--------------------------	------	----------------------------------

GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9-10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9-10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9-10.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9- 10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
----------------------------	------------------	-----------------------------------------------------------------------------------------------------------------------------------------

**Missouri Learning Standards**

**Language Arts**

Grade 10 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	9- 10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
----------------------------	------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	9- 10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
----------------------------	------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT : GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	9- 10.RI.3.D.	Read and comprehend informational text independently and proficiently.
----------------------------	------------------	------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT : GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
------------------------------	------	----------------------------------

GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>
INDICATOR / PROFICIENCY	11-12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	11-12.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>11-12.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.



INDICATOR	11-12.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	11-12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	11-12.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

## Language Arts

Grade 9 - Adopted: 2016

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>

INDICATOR /  
PROFICIENCY      9-  
10.RI.1.B.      Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>

INDICATOR /  
PROFICIENCY      9-  
10.RI.1.D.      Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>

INDICATOR /  
PROFICIENCY      9-  
10.RI.3.D.      Read and comprehend informational text independently and proficiently.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>

INDICATOR /  
PROFICIENCY      9-  
10.W.2.A.      Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	-------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	-------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	-------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	-------------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	9-10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
-------------------------	--------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9-10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9-10.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9- 10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

**Missouri Learning Standards****Language Arts**Grade **11** - Adopted: 2016**STRAND: BIG  
IDEA /  
STANDARD****Reading Informational Text**

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11- 12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

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

CONCEPT : GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	11- 12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

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

CONCEPT : GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	11- 12.RI.3.D.	Read and comprehend informational text independently and proficiently.

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

CONCEPT : GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
------------------------------	------	----------------------------------

GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>
INDICATOR / PROFICIENCY	11-12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	11-12.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.



INDICATOR	11-12.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Speaking and Listening</b>		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

### Lesson 09: Unit 5 Writing from Pictures, p. 77-84

## Missouri Learning Standards

### Language Arts

Grade 9 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features

INDICATOR / PROFICIENCY 9-10.RL.1.C. Interpret visual elements of a text and draw conclusions from them (when applicable).

#### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY 9-10.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

**Missouri Learning Standards****Language Arts**

Grade 10 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features

INDICATOR / PROFICIENCY	9-10.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
-------------------------	--------------	---------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	-------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	----------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

GLE / COMPONENT	RL.1.C.	Text Features
INDICATOR / PROFICIENCY	11-12.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

# Missouri Learning Standards

## Language Arts

Grade 12 - Adopted: 2016

### STRAND: BIG IDEA / STANDARD

### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features

INDICATOR / PROFICIENCY 11-12.RL.1.C. Interpret visual elements of a text and draw conclusions from them (when applicable).

### STRAND: BIG IDEA / STANDARD

### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY 11-12.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

### STRAND: BIG IDEA / STANDARD

### Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR 11-12.W.3.A. a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

INDICATOR 11-12.W.3.A. b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.

INDICATOR 11-12.W.3.A. c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

INDICATOR 11-12.W.3.A. d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11- 12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
----------------------------	-------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

**Lesson 10: Unit 5 Writing from Pictures, p.85-90****Missouri Learning Standards****Language Arts****Grade 9 - Adopted: 2016****STRAND: BIG  
IDEA /  
STANDARD****Reading Literary Text**

CONCEPT : GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features

INDICATOR / PROFICIENCY	9- 10.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
----------------------------	------------------	---------------------------------------------------------------------------------------

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

CONCEPT : GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
----------------------------	-----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT : GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features
INDICATOR / PROFICIENCY	9-10.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features

INDICATOR / PROFICIENCY	11-12.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
-------------------------	---------------	---------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
--------------------------	------	----------------------------------



GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

GLE / COMPONENT	RL.1.C.	Text Features
INDICATOR / PROFICIENCY	11-12.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

## Language Arts

Grade 9 - Adopted: 2016

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RL.1.C.</b>	<b>Text Features</b>

INDICATOR /  
PROFICIENCY      9-  
10.RL.1.C.      Interpret visual elements of a text and draw conclusions from them (when applicable).

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>

INDICATOR /  
PROFICIENCY      9-  
10.W.2.A.      Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>9- 10.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR      9-  
10.W.3.A.  
a.      Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR      9-  
10.W.3.A.  
b.      Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

INDICATOR      9-  
10.W.3.A.  
c.      Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

INDICATOR      9-  
10.W.3.A.  
d.      Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

**Missouri Learning Standards****Language Arts**

Grade 10 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features

INDICATOR / PROFICIENCY	9-10.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
-------------------------	--------------	---------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	-------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	---------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Speaking and Listening</b>		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Reading Literary Text</b>		
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features
INDICATOR / PROFICIENCY	11-12.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Writing</b>		
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Writing</b>		

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
-----------	--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
-----------	--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	--------------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features

INDICATOR / PROFICIENCY	11-12.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
-------------------------	---------------	---------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
--------------------------	------	----------------------------------

GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Missouri Learning Standards

Language Arts

Grade 9 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY 9-10.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY 9-10.RI.1.D. Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY 9-10.RI.3.D. Read and comprehend informational text independently and proficiently.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY 9-10.W.1.A. a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY 9-10.W.1.A. b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development



INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	-------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	-------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	-------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	-------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	-------------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	9- 10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9- 10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	9- 10.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	9- 10.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

**Missouri Learning Standards****Language Arts**Grade **11** - Adopted: **2016****STRAND: BIG  
IDEA /  
STANDARD****Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY      11-12.RI.1.D.      Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY      11-12.RI.3.D.      Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY      11-12.W.1.A. a.      Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY      11-12.W.1.A. b.      Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY      11-12.W.2.A.      Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
--------------------------	------	----------------------------------

GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	11- 12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	11- 12.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	11- 12.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	11- 12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11- 12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11- 12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9-10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	9- 10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	9- 10.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	9- 10.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.



INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9-10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9-10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR /  
PROFICIENCY

9-  
10.RI.3.D.

Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR /  
PROFICIENCY

9-  
10.W.1.A.  
a.

Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR /  
PROFICIENCY

9-  
10.W.1.A.  
b.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR /  
PROFICIENCY

9-  
10.W.2.A.

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR

9-  
10.W.3.A.  
a.

Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Speaking and Listening</b>		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY      11-12.RI.1.B.      Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY      11-12.RI.1.D.      Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
--------------------------	-------	--------------------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	11-12.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Approaching the Task as a Researcher</b>
<b>GLE / COMPONENT</b>	<b>W.1.A.</b>	<b>Research</b>
INDICATOR / PROFICIENCY	11-12.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	11-12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.

INDICATOR	11-12.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b> <b>Speaking and Listening</b>		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b> <b>Reading Informational Text</b>		
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b> <b>Reading Informational Text</b>		
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	11-12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b> <b>Reading Informational Text</b>		
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	11- 12.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Approaching the Task as a Researcher</b>
<b>GLE / COMPONENT</b>	<b>W.1.A.</b>	<b>Research</b>
INDICATOR / PROFICIENCY	11- 12.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	11- 12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	11- 12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>11- 12.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	11- 12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11- 12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11- 12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

INDICATOR	11-12.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>

INDICATOR / PROFICIENCY	9-10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
-------------------------	--------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>

INDICATOR / PROFICIENCY	9-10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>

INDICATOR / PROFICIENCY	9-10.RI.3.D.	Read and comprehend informational text independently and proficiently.
-------------------------	--------------	------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	9-10.W.1.A.a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY	9-10.W.1.A.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
-------------------------	---------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	-------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	---------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	---------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	---------------	---------------------------------------------------------------------------------------------------------------------



**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

**Missouri Learning Standards**

**Language Arts**

Grade 10 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9-10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9-10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9-10.RI.3.D.	Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
--------------------------	------	--------------------------------------

GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	9-10.W.1.A.a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	9-10.W.1.A.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating

<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade **11** - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>

INDICATOR / PROFICIENCY 11-12.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>

INDICATOR / PROFICIENCY 11-12.RI.1.D. Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>

INDICATOR / PROFICIENCY 11-12.RI.3.D. Read and comprehend informational text independently and proficiently.

#### STRAND: BIG IDEA / STANDARD

#### Writing

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Approaching the Task as a Researcher</b>
<b>GLE / COMPONENT</b>	<b>W.1.A.</b>	<b>Research</b>

INDICATOR / PROFICIENCY 11-12.W.1.A. a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY	11- 12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11- 12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11- 12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11- 12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11- 12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11- 12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11- 12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11- 12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

# Missouri Learning Standards

## Language Arts

Grade 12 - Adopted: 2016

### STRAND: BIG IDEA / STANDARD Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY 11-12.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

### STRAND: BIG IDEA / STANDARD Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY 11-12.RI.1.D. Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

### STRAND: BIG IDEA / STANDARD Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY 11-12.RI.3.D. Read and comprehend informational text independently and proficiently.

### STRAND: BIG IDEA / STANDARD Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY 11-12.W.1.A. a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY 11-12.W.1.A. b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
-----------	--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
-----------	--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	--------------------	---------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>

INDICATOR /  
PROFICIENCY

9-  
10.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>

INDICATOR /  
PROFICIENCY

9-  
10.RI.1.D.

Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>

INDICATOR /  
PROFICIENCY

9-  
10.RI.3.D.

Read and comprehend informational text independently and proficiently.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Approaching the Task as a Researcher</b>
<b>GLE / COMPONENT</b>	<b>W.1.A.</b>	<b>Research</b>

INDICATOR /  
PROFICIENCY

9-  
10.W.1.A.  
a.

Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR /  
PROFICIENCY

9-  
10.W.1.A.  
b.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY      9-10.W.2.A.      Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR      9-10.W.3.A. a.      Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR      9-10.W.3.A. b.      Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

INDICATOR      9-10.W.3.A. c.      Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

INDICATOR      9-10.W.3.A. d.      Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY      9-10.SL.1.A.      Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------



<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	9-10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>
INDICATOR / PROFICIENCY	9-10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	9-10.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Approaching the Task as a Researcher</b>
<b>GLE / COMPONENT</b>	<b>W.1.A.</b>	<b>Research</b>
INDICATOR / PROFICIENCY	9-10.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	9-10.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>

INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
----------------------------	-----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	-----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9- 10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9- 10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	-----------------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9- 10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
----------------------------	------------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	11- 12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	11- 12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	11- 12.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	11- 12.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	11- 12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11- 12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**Missouri Learning Standards****Language Arts**

Grade 12 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	11-12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	11-12.RI.3.D.	Read and comprehend informational text independently and proficiently.
-------------------------	---------------	------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY	11-12.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
-------------------------	-----------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR / PROFICIENCY	11-12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
-------------------------	-----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
-----------	--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
-----------	--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	--------------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson 16: Unit 7 Inventive Writing, p. 147-152

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	-------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

**Missouri Learning Standards****Language Arts****Grade 10 - Adopted: 2016****STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

**Missouri Learning Standards****Language Arts**Grade **11** - Adopted: **2016****STRAND: BIG  
IDEA /  
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.



**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**Missouri Learning Standards**

**Language Arts**

Grade 12 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 17: Unit 7 Inventive Writing, p. 153-158

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
----------------------------	-----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	-----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9- 10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	-----------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9- 10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	-----------------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9- 10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
----------------------------	------------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 18: Unit 7 Inventive Writing, p. 159-166

## Missouri Learning Standards

### Language Arts

Grade 9 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
--------------------------	------	----------------------------------

GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9- 10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development



INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 19: Unit 8 Formal Essay Models, p. 167-174

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
--------------------------	------	----------------------------------

<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>

INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9- 10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11- 12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11- 12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11- 12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11- 12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11- 12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11- 12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11- 12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 20: Unit 8 Formal Essay Models, p. 175-182

**Missouri Learning Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
-----------------------------	-------	----------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	9-10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>
INDICATOR / PROFICIENCY	9-10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	9-10.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Approaching the Task as a Researcher</b>
<b>GLE / COMPONENT</b>	<b>W.1.A.</b>	<b>Research</b>
INDICATOR / PROFICIENCY	9-10.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	9-10.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>

INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	-------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	-------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	-------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	-------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	-------------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings



INDICATOR / PROFICIENCY	9- 10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9- 10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	9- 10.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	9- 10.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

**Missouri Learning Standards****Language Arts**Grade **11** - Adopted: **2016****STRAND: BIG  
IDEA /  
STANDARD****Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY      11-12.RI.1.D.      Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY      11-12.RI.3.D.      Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY      11-12.W.1.A. a.      Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY      11-12.W.1.A. b.      Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY      11-12.W.2.A.      Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
--------------------------	------	----------------------------------

<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>11-12.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>

INDICATOR / PROFICIENCY	11- 12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	11- 12.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	11- 12.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	11- 12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11- 12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11- 12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 21: Unit 8 Formal Essay Models, p. 183-192

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	9-10.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	9-10.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY

9-10.W.2.A.

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR

9-10.W.3.A.  
a.

Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR

9-10.W.3.A.  
b.

Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

INDICATOR

9-10.W.3.A.  
c.

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

INDICATOR

9-10.W.3.A.  
d.

Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY

9-10.SL.1.A.

Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
--------------------------	------	--------------------------------------

GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	9-10.W.1.A.a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	9-10.W.1.A.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating



GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY	11-12.W.1.A.a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
-------------------------	----------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR / PROFICIENCY	11-12.W.1.A.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
-------------------------	----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
-----------	----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.1.</b>	<b>Approaching the Task as a Researcher</b>
<b>GLE / COMPONENT</b>	<b>W.1.A.</b>	<b>Research</b>
INDICATOR / PROFICIENCY	11-12.W.1.A.a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	11-12.W.1.A.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>

INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
-----------	--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
-----------	--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	--------------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson 22: Unit 8 Formal Essay Models, p. 193-200

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
--------------------------	------	----------------------------------

GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	-------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	-------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	-------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	-------------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9- 10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11- 12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11- 12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11- 12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11- 12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11- 12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11- 12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11- 12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11- 12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11- 12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11- 12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11- 12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11- 12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11- 12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11- 12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 23: Unit 8 Formal Essay Models, p. 201-206

**Missouri Learning Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
-----------------------------	------	----------------------------------

GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development



INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9- 10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

**Missouri Learning Standards**

**Language Arts**

**Grade 9 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RL.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	9-10.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RL.1.D.</b>	<b>Summarize/Theme</b>
INDICATOR / PROFICIENCY	9-10.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.2.</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b>
<b>GLE / COMPONENT</b>	<b>RL.2.D.</b>	<b>Interaction and Meaning</b>
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	---------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	---------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	---------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	---------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY	9-10.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
-------------------------	--------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RL.1.D.</b>	<b>Summarize/Theme</b>
INDICATOR / PROFICIENCY	9-10.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.2.</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b>
<b>GLE / COMPONENT</b>	<b>RL.2.D.</b>	<b>Interaction and Meaning</b>
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>9-10.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme
INDICATOR / PROFICIENCY	11-12.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	11-12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.



# Missouri Learning Standards

## Language Arts

Grade 12 - Adopted: 2016

### STRAND: BIG IDEA / STANDARD

### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR /  
PROFICIENCY

11-  
12.RL.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

### STRAND: BIG IDEA / STANDARD

### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme

INDICATOR /  
PROFICIENCY

11-  
12.RL.1.D.

Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

### STRAND: BIG IDEA / STANDARD

### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR /  
PROFICIENCY

11-  
12.RL.3.D.

Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

### STRAND: BIG IDEA / STANDARD

### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR /  
PROFICIENCY

11-  
12.W.2.A.

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

### STRAND: BIG IDEA / STANDARD

### Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
--------------------------	------	----------------------------------

GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9-10.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

GLE / COMPONENT	RL.1.D.	Summarize/Theme
INDICATOR / PROFICIENCY	9-10.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9-10.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme
INDICATOR / PROFICIENCY	9-10.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)

<b>GLE / COMPONENT</b>	<b>RL.2.D.</b>	<b>Interaction and Meaning</b>
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>9-10.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

**Missouri Learning Standards****Language Arts****Grade 11 - Adopted: 2016****STRAND: BIG  
IDEA /  
STANDARD****Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY	11-12.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
-------------------------	---------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme

INDICATOR / PROFICIENCY	11-12.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
-------------------------	---------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY	11-12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
-------------------------	---------------	------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
--------------------------	------	----------------------------------

GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RL.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	11-12.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RL.1.D.</b>	<b>Summarize/Theme</b>
INDICATOR / PROFICIENCY	11-12.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	11-12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>11-12.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.



INDICATOR	11-12.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Speaking and Listening</b>		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY 9-10.RL.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme

INDICATOR / PROFICIENCY 9-10.RL.1.D. Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR / PROFICIENCY      9-10.RL.2.D.      Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY      9-10.RL.3.D.      Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY      9-10.W.2.A.      Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR      9-10.W.3.A. a.      Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR      9-10.W.3.A. b.      Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

INDICATOR      9-10.W.3.A. c.      Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

INDICATOR      9-10.W.3.A. d.      Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

**Missouri Learning Standards**

**Language Arts**

Grade 10 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY	9-10.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
-------------------------	--------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme

INDICATOR / PROFICIENCY	9-10.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
-------------------------	--------------	-------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
--------------------------	-------	--------------------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>9-10.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.A.</b>	<b>Conversations</b>
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

# Missouri Learning Standards

## Language Arts

Grade 11 - Adopted: 2016

### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY      11-12.RL.1.B.      Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme

INDICATOR / PROFICIENCY      11-12.RL.1.D.      Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY      11-12.RL.3.D.      Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY      11-12.W.2.A.      Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
--------------------------	------	----------------------------------

GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme

INDICATOR / PROFICIENCY	11- 12.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	11- 12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11- 12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11- 12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11- 12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11- 12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11- 12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11- 12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11- 12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	-------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

**Missouri Learning Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY	9- 10.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
-------------------------	------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme

INDICATOR / PROFICIENCY	9- 10.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
-------------------------	------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR / PROFICIENCY	9- 10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
-------------------------	------------------	-------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Literary Text**



CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
-------------------------	--------------	------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	-------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
-----------	----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
-----------	----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	----------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9- 10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
----------------------------	------------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR /  
PROFICIENCY

9-  
10.RL.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme

INDICATOR /  
PROFICIENCY

9-  
10.RL.1.D.

Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning

INDICATOR /  
PROFICIENCY

9-  
10.RL.2.D.

Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

#### STRAND: BIG IDEA / STANDARD

#### Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR /  
PROFICIENCY

9-  
10.RL.3.D.

Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

#### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY 9-10.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR 9-10.W.3.A. a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR 9-10.W.3.A. b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

INDICATOR 9-10.W.3.A. c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

INDICATOR 9-10.W.3.A. d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY 9-10.SL.1.A. Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RL.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	11-12.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RL.1.D.</b>	<b>Summarize/Theme</b>
INDICATOR / PROFICIENCY	11-12.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.2.</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b>
<b>GLE / COMPONENT</b>	<b>RL.2.D.</b>	<b>Interaction and Meaning</b>
INDICATOR / PROFICIENCY	11-12.RL.2.D.	Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	11-12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
-----------	--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
-----------	--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	--------------------	---------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

INDICATOR / PROFICIENCY	11-12.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
-------------------------	---------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RL.1.D.</b>	<b>Summarize/Theme</b>
INDICATOR / PROFICIENCY	11-12.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.2.</b>	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b>
<b>GLE / COMPONENT</b>	<b>RL.2.D.</b>	<b>Interaction and Meaning</b>
INDICATOR / PROFICIENCY	11-12.RL.2.D.	Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Literary Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RL.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RL.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	11-12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>11-12.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

INDICATOR	11-12.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b> <b>Speaking and Listening</b>		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

### Missouri Learning Standards

#### Language Arts

Grade 9 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b> <b>Reading Informational Text</b>		
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9-10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b> <b>Reading Informational Text</b>		
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9-10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b> <b>Reading Informational Text</b>		

CONCEPT : GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY      9-10.RI.3.D.      Read and comprehend informational text independently and proficiently.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT : GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY      9-10.W.2.A.      Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT : GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR      9-10.W.3.A. a.      Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR      9-10.W.3.A. b.      Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

INDICATOR      9-10.W.3.A. c.      Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

INDICATOR      9-10.W.3.A. d.      Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations



INDICATOR / PROFICIENCY	9- 10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
----------------------------	------------------	-----------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR /  
PROFICIENCY

9-  
10.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR /  
PROFICIENCY

9-  
10.RI.1.D.

Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

#### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR /  
PROFICIENCY

9-  
10.RI.3.D.

Read and comprehend informational text independently and proficiently.

#### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR /  
PROFICIENCY

9-  
10.W.2.A.

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

**Missouri Learning Standards****Language Arts**

Grade 11 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY      11-12.RI.1.D.      Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY      11-12.RI.3.D.      Read and comprehend informational text independently and proficiently.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY      11-12.W.2.A.      Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR      11-12.W.3.A. a.      Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

INDICATOR      11-12.W.3.A. b.      Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.

INDICATOR      11-12.W.3.A. c.      Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

INDICATOR	11-12.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
-------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	11-12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	11-12.RI.3.D.	Read and comprehend informational text independently and proficiently.
-------------------------	---------------	------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

**Missouri Learning Standards****Language Arts**

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

**Missouri Learning Standards****Language Arts**

Grade 11 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
-----------	--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
-----------	--------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
-----------	--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
-----------	--------------------	---------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

**Missouri Learning Standards****Language Arts**

Grade 12 - Adopted: 2016



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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

**Missouri Learning Standards****Language Arts**

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>

INDICATOR /  
PROFICIENCY

9-  
10.RI.1.B.

Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>

INDICATOR /  
PROFICIENCY

9-  
10.RI.1.D.

Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>

INDICATOR /  
PROFICIENCY

9-  
10.RI.3.D.

Read and comprehend informational text independently and proficiently.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>

INDICATOR /  
PROFICIENCY

9-  
10.W.2.A.

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>

INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9-10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG  
IDEA /  
STANDARD**

**Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	9- 10.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------

**Missouri Learning Standards****Language Arts**

Grade 11 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
-------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	11-12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY	11-12.RI.3.D.	Read and comprehend informational text independently and proficiently.
-------------------------	---------------	------------------------------------------------------------------------

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
--------------------------	------	----------------------------------

GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
--------------------------	-------	----------------------------------------------------------------

<b>GLE / COMPONENT</b>	<b>RI.1.B.</b>	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	11-12.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.1.</b>	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	<b>RI.1.D.</b>	<b>Summarize/Claim</b>
INDICATOR / PROFICIENCY	11-12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Reading Informational Text</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>RI.3.</b>	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
<b>GLE / COMPONENT</b>	<b>RI.3.D.</b>	<b>Comprehension</b>
INDICATOR / PROFICIENCY	11-12.RI.3.D.	Read and comprehend informational text independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.2.</b>	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	<b>W.2.A.</b>	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>11-12.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

INDICATOR	11-12.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Speaking and Listening</b>		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

### Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

## Missouri Learning Standards

### Language Arts

Grade 9 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Writing</b>		
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
<b>STRAND: BIG IDEA / STANDARD</b>		
<b>Writing</b>		
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.



INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 10 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9-10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	9-10.SL.1.A.	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

## Missouri Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

INDICATOR / PROFICIENCY	11-12.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
-------------------------	--------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND: BIG  
IDEA /  
STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.W.3.A. c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG  
IDEA /  
STANDARD**

**Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
-------------------------	---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------