

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

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.A.	Structure

INDICATOR / PROFICIENCY 9-10.RL.2.A. Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

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.B.	Point of View

INDICATOR / PROFICIENCY 9-10.RL.2.B. Analyze how points of view is reflected in the characters, setting, and plot.

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.C.	Craft and Meaning

INDICATOR / PROFICIENCY 9-10.RL.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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.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.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**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.A.	Structure

INDICATOR / PROFICIENCY 9- 10.RL.2.A. Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

**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.B.	Point of View

INDICATOR / PROFICIENCY 9- 10.RL.2.B. Analyze how points of view is reflected in the characters, setting, and plot.

**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.C.	Craft and Meaning

INDICATOR / PROFICIENCY 9- 10.RL.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

**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.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.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Timed Essay Week 24 Page 263-263

**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.C.	Craft and Meaning

INDICATOR / PROFICIENCY 9-10.RL.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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**

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.C.	Text Features

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

**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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY 9- 10.RI.2.A. Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

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

INDICATOR / PROFICIENCY	9-10.RI.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
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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.
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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.
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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.
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INDICATOR	9-10.W.3.A.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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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.
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**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.C.	Text Features

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

**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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY 9- 10.RI.2.A. Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

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

INDICATOR / PROFICIENCY 9- 10.RI.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

**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.
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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.
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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.
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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.
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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.
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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.
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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.
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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.

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

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal

INDICATOR / PROFICIENCY 9- 10.SL.2.B. Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

**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)
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GLE / COMPONENT	RI.1.C.	Text Features
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INDICATOR / PROFICIENCY 9- 10.RI.1.C. Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
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GLE / COMPONENT	RI.1.D.	Summarize/Claim
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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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
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GLE / COMPONENT	RI.2.A.	Structure
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INDICATOR / PROFICIENCY 9- 10.RI.2.A. Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
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GLE / COMPONENT	RI.2.C.	Craft and Meaning
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INDICATOR / PROFICIENCY 9- 10.RI.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
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GLE / COMPONENT	RI.3.D.	Comprehension
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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.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**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.

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

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal

INDICATOR / PROFICIENCY 9-10.SL.2.B. Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38

**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)
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GLE / COMPONENT	RL.2.A.	Structure
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INDICATOR / PROFICIENCY 9- 10.RL.2.A. Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

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

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
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GLE / COMPONENT	RL.2.B.	Point of View
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INDICATOR / PROFICIENCY 9- 10.RL.2.B. Analyze how points of view is reflected in the characters, setting, and plot.

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

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
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GLE / COMPONENT	RL.2.C.	Craft and Meaning
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INDICATOR / PROFICIENCY 9- 10.RL.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
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GLE / COMPONENT	RL.2.D.	Interaction and Meaning
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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)
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GLE / COMPONENT	RL.3.D.	Comprehension
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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.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

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

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
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GLE / COMPONENT	SL.2.B.	Nonverbal
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INDICATOR / PROFICIENCY 9-10.SL.2.B. Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

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.A.	Structure

INDICATOR / PROFICIENCY 9-10.RL.2.A. Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

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.B.	Point of View

INDICATOR / PROFICIENCY 9-10.RL.2.B. Analyze how points of view is reflected in the characters, setting, and plot.

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.C.	Craft and Meaning

INDICATOR / PROFICIENCY 9-10.RL.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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. e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**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.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal
INDICATOR / PROFICIENCY	9- 10.SL.2.B.	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.

**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.A.	Structure

INDICATOR / PROFICIENCY 9- 10.RL.2.A. Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

**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.B.	Point of View

INDICATOR / PROFICIENCY 9- 10.RL.2.B. Analyze how points of view is reflected in the characters, setting, and plot.

**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.C.	Craft and Meaning

INDICATOR / PROFICIENCY 9- 10.RL.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

**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.
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INDICATOR	9-10.W.3.A.e	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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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.
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STRAND: BIG IDEA / STANDARD

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal

INDICATOR / PROFICIENCY	9-10.SL.2.B.	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.
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UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

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.
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STRAND: BIG IDEA / STANDARD

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
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GLE / COMPONENT	RI.1.C.	Text Features
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INDICATOR / PROFICIENCY 9-10.RI.1.C. Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY 9-10.RI.2.A. Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

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

INDICATOR / PROFICIENCY 9-10.RI.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**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.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

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.C.	Text Features

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

**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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY 9-10.RI.2.A. Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

STRAND: BIG IDEA / STANDARD

Reading Informational Text

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

INDICATOR / PROFICIENCY 9-10.RI.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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. e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**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.

UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88

**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.C.	Text Features

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

**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.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

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.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.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.C.	Text Features

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

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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY 9-10.RI.2.A. Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

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

INDICATOR / PROFICIENCY 9-10.RI.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

**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.A.	Texts/Forms

INDICATOR / 9- Analyze how similar ideas or topics are portrayed in different media formats.
PROFICIENCY 10.RI.3.A.

**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.B.	Relationships/Texts

INDICATOR / 9- Evaluate how effectively two or more texts develop similar ideas/topics.
PROFICIENCY 10.RI.3.B.

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

INDICATOR / 9- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;
PROFICIENCY 10.W.1.A. assess the usefulness of each source in answering the research question; integrate information into the text
b. 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.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

**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.C.	Text Features

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

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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY 9-10.RI.2.A. Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

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

INDICATOR / PROFICIENCY 9-10.RI.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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.A.	Texts/Forms

INDICATOR / PROFICIENCY 9-10.RI.3.A. Analyze how similar ideas or topics are portrayed in different media formats.

**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.B.	Relationships/Texts

INDICATOR / PROFICIENCY 9-10.RI.3.B. Evaluate how effectively two or more texts develop similar ideas/topics.

**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. e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

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.C.	Text Features

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

**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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY 9-10.RI.2.A. Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

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

INDICATOR / PROFICIENCY 9-10.RI.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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.A.	Texts/Forms

INDICATOR / PROFICIENCY 9-10.RI.3.A. Analyze how similar ideas or topics are portrayed in different media formats.

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.B.	Relationships/Texts

INDICATOR / PROFICIENCY 9-10.RI.3.B. Evaluate how effectively two or more texts develop similar ideas/topics.

**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.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

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.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

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
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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.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

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)
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GLE / COMPONENT	RL.2.A.	Structure
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INDICATOR / PROFICIENCY 9- 10.RL.2.A. Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

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

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
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GLE / COMPONENT	RL.2.B.	Point of View
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INDICATOR / PROFICIENCY 9- 10.RL.2.B. Analyze how points of view is reflected in the characters, setting, and plot.

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

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
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GLE / COMPONENT	RL.2.C.	Craft and Meaning
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INDICATOR / PROFICIENCY 9- 10.RL.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
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GLE / COMPONENT	RL.2.D.	Interaction and Meaning
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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)
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GLE / COMPONENT	RL.3.D.	Comprehension
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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.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

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)
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.C.	Text Features

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

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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY 9- 10.RI.2.A. Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

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

INDICATOR / PROFICIENCY 9- 10.RI.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

**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 / 9- Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and
PROFICIENCY 10.RI.1.B. 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.C.	Text Features

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

**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 / 9- Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the
PROFICIENCY 10.RI.1.D. 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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY 9- 10.RI.2.A. Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

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

INDICATOR / PROFICIENCY 9- 10.RI.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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.A.	Texts/Forms

INDICATOR / PROFICIENCY 9- 10.RI.3.A. Analyze how similar ideas or topics are portrayed in different media formats.

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.B.	Relationships/Texts

INDICATOR / PROFICIENCY 9- 10.RI.3.B. Evaluate how effectively two or more texts develop similar ideas/topics.

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.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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- Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and
 10.RI.1.B. 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.C.	Text Features

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

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- Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the
 10.RI.1.D. 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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY 9- 10.RI.2.A. Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

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

INDICATOR / PROFICIENCY 9- 10.RI.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

**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.A.	Texts/Forms

INDICATOR / PROFICIENCY 9- 10.RI.3.A. Analyze how similar ideas or topics are portrayed in different media formats.

**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.B.	Relationships/Texts

INDICATOR / PROFICIENCY 9- 10.RI.3.B. Evaluate how effectively two or more texts develop similar ideas/topics.

**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.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.C.	Text Features

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

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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

INDICATOR / PROFICIENCY 9-10.RI.2.A. Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

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

INDICATOR / PROFICIENCY 9- 10.RI.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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
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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.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

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)
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GLE / COMPONENT	RL.2.A.	Structure
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INDICATOR / PROFICIENCY 9-10.RL.2.A. Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

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

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
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GLE / COMPONENT	RL.2.B.	Point of View
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INDICATOR / PROFICIENCY 9-10.RL.2.B. Analyze how points of view is reflected in the characters, setting, and plot.

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

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
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GLE / COMPONENT	RL.2.C.	Craft and Meaning
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INDICATOR / PROFICIENCY 9-10.RL.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
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GLE / COMPONENT	RL.2.D.	Interaction and Meaning
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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)
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GLE / COMPONENT	RL.3.D.	Comprehension
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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.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.e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**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.A.	Structure

INDICATOR / PROFICIENCY 9- 10.RL.2.A. Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

**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.B.	Point of View

INDICATOR / PROFICIENCY 9- 10.RL.2.B. Analyze how points of view is reflected in the characters, setting, and plot.

**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.C.	Craft and Meaning

INDICATOR / PROFICIENCY 9-10.RL.2.C. Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

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.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. e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.