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

Subject: Language Arts
Grade: 9

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

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.

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.

RESPONSE TO LITERATURE Week 23 Page 249-262

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

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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 I 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 broade the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using standard citation system.
INDICATOR / PROFICIENCY	9- 10.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectivel 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
	W.3.A.	Revise and Edit
GLE / COMPONENT		

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**

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

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

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

STRAND: BIG
IDEA /
STANDARD

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.Rl.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.Rl.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 / Analyze the cumulative impact of specific word choices and syntax on meaning and tone. 10.RI.2.C. **PROFICIENCY** STRAND: BIG **Reading Informational Text** IDEA / **STANDARD** CONCEPT: RI.3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) GLE / **BENCHMARK** RI.3.D. Comprehension GLE / COMPONENT INDICATOR / 9-Read and comprehend informational text independently and proficiently. **PROFICIENCY** 10.RI.3.D. STRAND: BIG Writing IDEA / **STANDARD** CONCEPT: W.3. Approaching the Task as a Reader GLE / **BENCHMARK** Revise and Edit W.3.A. GLE / COMPONENT INDICATOR / Review, revise, and edit writing with consideration for the task, purpose, and audience. 10.W.3.A. **PROFICIENCY INDICATOR** 9-Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion 10.W.3.A. that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making a. choices regarding organization and content. **INDICATOR** 9-Conventions of standard English and usage: Demonstrate a command of the conventions of standard English 10.W.3.A.c grammar and usage including spelling and punctuation. **INDICATOR** 9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking 10.W.3.A. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16 Missouri Learning Standards Language Arts Grade 9 - Adopted: 2016 STRAND: BIG **Reading Informational Text** IDEA / **STANDARD** CONCEPT: RI.1. Comprehend and Interpret Texts (Approaching Texts as a Reader) GLE / **BENCHMARK** GLE / RI.1.B. **Word Meanings** COMPONENT

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.

INDICATOR /

PROFICIENCY

9-

10.RI.1.B.

STRAND: BIG
IDEA /
STANDARD

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 <i>I</i> 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 I 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.Rl.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.
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

CONCEPT: GLE / BENCHMARK

RI.1.

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.Rl.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

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.Rl.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.Rl.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.Rl.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.Rl.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 /	9-	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and

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

STRAND: BIG IDEA / STANDARD

CONCEPT: F GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
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CLE	DI 2.4	Structure
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:	W.2.	Approaching the Task as a Writer
GLE / BENCHMARK		
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 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 / Analyze how points of view is reflected in the characters, setting, and plot. 9-10.RL.2.B. **PROFICIENCY** STRAND: BIG **Reading Literary Text** IDEA / **STANDARD** CONCEPT: RL.2. Analyze Craft and Structure (Approaching Texts as a Writer) GLE / **BENCHMARK** RL.2.C. **Craft and Meaning** GLE / COMPONENT INDICATOR / 9-Analyze the cumulative impact of specific word choices and syntax on meaning and tone. **PROFICIENCY** 10.RL.2.C. STRAND: BIG **Reading Literary Text** IDEA / **STANDARD** CONCEPT: RL.2. Analyze Craft and Structure (Approaching Texts as a Writer) GLE / **BENCHMARK** RL.2.D. Interaction and Meaning GLE / COMPONENT INDICATOR / 9-Analyze how complex characters develop over the course of a text to advance the plot and develop the theme. **PROFICIENCY** 10.RL.2.D. STRAND: BIG **Reading Literary Text** IDEA / **STANDARD** CONCEPT: RL.3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) GLE / **BENCHMARK** GLE / RL.3.D. Comprehension COMPONENT INDICATOR / Read and comprehend literature, including stories, dramas and poems, independently and proficiently. **PROFICIENCY** 10.RL.3.D. STRAND: BIG Writing IDEA / **STANDARD** CONCEPT: W.2. Approaching the Task as a Writer GLE / **BENCHMARK** GLE / W.2.A. Development COMPONENT INDICATOR / Follow a writing process to produce clear and coherent writing in which the development, organization, style, and **PROFICIENCY** 10.W.2.A. 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 Writing IDEA /

STANDARD

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.

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 5 Page 47-54

Missouri Learning Standards
Language Arts
Grade 9 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

CONCEPT:	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / BENCHMARK	IXL.I.	Comprehend and interpret 1 exts (Approaching 1 exts 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

b.

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 <i>I</i> 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.	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 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.Rl.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

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

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.Rl.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.Rl.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.Rl.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.Rl.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.Rl.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.Rl.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.Rl.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.Rl.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

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

STANDARD		
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR /	9- 10.RL1.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.

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.Rl.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.Rl.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.Rl.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 /	W.1.A.	Approaching the Task as a Researcher Research
GLE / BENCHMARK		

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

BENCHMARK		
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

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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

Missouri Learning Standards
Language Arts
Grade 9 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

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.Rl.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.Rl.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.Rl.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.Rl.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

Reading Informational Text

STANDARD		
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	T exts/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.Rl.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.Rl.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 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.Rl.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

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

Reading Informational Text

STANDARD		
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.Rl.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.Rl.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 /	9-	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and

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.Rl.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD

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.Rl.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.Rl.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.Rl.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
IDEA /	W.2.	Writing Approaching the Task as a Writer
IDEA / STANDARD CONCEPT: GLE /	W.2. W.2.A.	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK		Approaching the Task as a Writer
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT	W.2.A.	Approaching the Task as a Writer Development 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
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA /	W.2.A.	Approaching the Task as a Writer Development 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.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	W.2.A. 9- 10.W.2.A.	Approaching the Task as a Writer Development 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. Writing
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	W.2.A. 9- 10.W.2.A. W.3.	Approaching the Task as a Writer Development 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. Writing Approaching the Task as a Reader

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

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

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

CONCEPT: W.3. Approaching the Task as a Reader GLE / BENCHMARK	GLE /	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/T heme
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)

CLE	DI 2.4	Structure
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.

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.Rl.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

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 I 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.Rl.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.Rl.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.Rl.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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Writing

STANDARD		
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	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

10.W.3.A. 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 / PROFICIENCY	9- 10.Rl.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.Rl.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.Rl.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

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9- 10.Rl.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.Rl.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.Rl.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.Rl.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 /	RI.3.D.	Comprehension
COMPONENT		

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 / 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

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

STANDARD		
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.C.	Text Features
INDICATOR / PROFICIENCY	9- 10.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		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.Rl.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 /	9-	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the

10.Rl.1.D. significance of the central ideas; provide an objective and concise summary of the text.

STRAND: BIG IDEA / STANDARD

PROFICIENCY

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.	T exts/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
IDEA /	RI.3.	Reading Informational Text Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
IDEA / STANDARD CONCEPT: GLE /	RI.3.	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK		Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT	RI.3.B.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Relationships/Texts
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA /	RI.3.B.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Relationships/Texts Evaluate how effectively two or more texts develop similar ideas/topics.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	9- 10.Rl.3.B.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Relationships/Texts Evaluate how effectively two or more texts develop similar ideas/topics. Reading Informational Text

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

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

STANDARD		
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.Rl.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.Rl.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.	Summariz e/Claim
INDICATOR / PROFICIENCY	9- 10.Rl.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 /	9-	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

STRAND: BIG IDEA / STANDARD

PROFICIENCY

10.RI.2.A.

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.Rl.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.Rl.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.

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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/T heme
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: RL.2. GLE / BENCHMARK	Analyze Craft and Structure (Approaching Texts as a Writer)
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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.
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STRAND: BIG IDEA / STANDARD

GLE / COMPONENT

RL.2.C.

Craft and Meaning

Reading Literary Text

ST ANDARD		
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/T heme
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)

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		Writing
IDEA / STANDARD		
	W.2.	Approaching the Task as a Writer
STANDARD CONCEPT: GLE /	W.2. W.2.A.	Approaching the Task as a Writer Development

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.