## Main Criteria: Structure and Style for Students Secondary Criteria: Missouri Learning Standards Subject: Language Arts

Grade: 7

# Structure and Style for Students

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

Missouri Learning Standards

Language Arts

Grade 7 - 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	7.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	7.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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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 /	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.
PROFICIENCY		

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

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR /	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

PROFICIENCY

STRAND: BIG Reading Informational Text IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR /	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG	Writing	
IDEA /	5	
STANDARD		

PROFICIENCY

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

7.W.2.A.b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	7.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.

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CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal
INDICATOR / PROFICIENCY	7.SL.2.B.	Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
		UNIT 2: WRITING FROM NOTES Week 2 Page 19-32
		Missouri Learning Standards Language Art s Grade 7 - 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	7.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	7.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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.
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	7.RI.2.C.	Analyze how word choice contributes to 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	7.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	7.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal

7.SL.2.B. Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

### UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44

Missouri Learning Standards Language Arts

Grade 7 - 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	7.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	7.RL.1.D.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
IDEA /	RL.2.	Reading Literary Text Analyze Craft and Structure (Approaching Texts as a Writer)
IDEA / STANDARD CONCEPT: GLE /	RL.2. RL.2.A.	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /		Analyze Craft and Structure (Approaching Texts as a Writer)
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	RL.2.A.	Analyze Craft and Structure (Approaching Texts as a Writer) Structure
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA /	RL.2.A.	Analyze Craft and Structure (Approaching Texts as a Writer)         Structure         Analyze how a text's form or overall structure contributes to meaning.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	<b>RL.2.A.</b> 7.RL.2.A.	Analyze Craft and Structure (Approaching Texts as a Writer)         Structure         Analyze how a text's form or overall structure contributes to meaning.         Reading Literary Text

#### STRAND: BIG IDEA / STANDARD

STANDARD		
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	7.RL.2.C.	Analyze how specific word choices contribute to 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	7.RL.2.D.	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

STRAND: BIG	Reading Literary Text
IDEA /	
STANDARD	

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

INDICATOR /7.RL.3.D.Read and comprehend literature, including stories, dramas and poems, independently and proficiently.PROFICIENCY

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.a.	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
	7.SI 1.A	Follow rules for collegial discussions and decision-making track progress toward specific goals and deadlines and

INDICATOR /7.SL.1.A.Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and<br/>define individual roles as needed.PROFICIENCYdefine individual roles as needed.

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

CONCEPT : GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR /	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when

INDICATOR /7.SL.1.C.Acknowledge new information expressed by others including those presented in diverse media and, whenPROFICIENCYwarranted, modify their own views.

#### STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	7.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.

Speaking and Listening

CONCEPT : GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal
INDICATOR / PROFICIENCY	7.SL.2.B.	Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52
		Missouri Learning Standards Language Arts Grade 7 - 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	7.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	7.RL.1.D.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.
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	7.RL.2.A.	Analyze how a text's form or overall structure contributes to meaning.
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 /	7.RL.2.B.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
PROFICIENCY		

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	7.RL.2.C.	Analyze how specific word choices contribute to 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 /7.RL.2.D.Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.PROFICIENCY

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

Writing

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	7.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

STRAND: BIG IDEA /

**STANDARD** 

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.a.	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative

techniques and relevant, descriptive details.

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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
IDEA /	SL.1.	Speaking and Listening Collaborating
IDEA / STANDARD CONCEPT: GLE /	SL.1. SL.1.A.	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /		Collaborating
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	SL.1.A.	Collaborating Conversations Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA /	SL.1.A.	Collaborating Conversations Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	<b>SL.1.A.</b> 7.SL.1.A.	Collaborating Conversations Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Speaking and Listening

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60

Missouri Learning Standards

Language Arts

Grade 7 - Adopted: 2016

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	7.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	7.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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.
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	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.

INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	7.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal

INDICATOR /7.SL.2.B.Position body to face the audience when speaking and makes eye contact with listeners at various intervals usingPROFICIENCYeffective gestures to communicate a clear viewpoint.

### Missouri Learning Standards

### Language Arts

Grade 7 - 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	7.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	7.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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.
STRAND: BIG		Reading Informational Text

IDEA / ST ANDARD

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to 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	7.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others

INDICATOR /7.SL.1.C.Acknowledge new information expressed by others including those presented in diverse media and, whenPROFICIENCYwarranted, modify their own views.

### UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80

#### Missouri Learning Standards

#### Language Arts

#### Grade 7 - 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	7.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	7.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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.
STRAND: BIG IDEA /		Reading Informational Text

IDEA / ST ANDARD	
CONCEPT	Analyza Craft and Structure (Annroaching Texts as a W

PROFICIENCY

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR /	7.RI.2.C.	Analyze how word choice contributes to 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	7.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

## UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92

### Missouri Learning Standards Language Arts Grade 7 - Adopted: 2016

**Reading Informational Text** 

### ST RAND: BIG IDEA / ST ANDARD

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.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	7.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

STANDARD

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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	7.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100
		Missouri Learning Standards
		Language Arts
		Grade 7 - 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	7.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	7.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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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 /

7.RI.3.D. Read and comprehend informational text independently and proficiently.

PROFICIENCY		
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 101-114

Missouri Learning Standards Language Arts Grade 7 - 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

. 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.
3

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	7.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 /	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting
PROFICIENCY		evidence; summarize the text distinct from personal opinions.

STRAND: BIG IDEA /	Reading Informational Text
STANDARD	

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

ST RAND: BIG IDEA / ST ANDARD		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	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.
		Deading Informational Text

IDEA / ST ANDARD		Reading Informational Lext	
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	

GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	7.RI.3.A.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
ST RAND: BIG DEA / ST ANDARD		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	7.RI.3.B.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.
ST RAND: BIG DEA / ST ANDARD		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	7.Rl.3.D.	Read and comprehend informational text independently and proficiently.
ST RAND: BIG DEA / ST ANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ST RAND: BIG DEA / ST ANDARD		Writing
CONCEPT:	W.2.	Approaching the Task as a Writer
GLE / BENCHMARK		

INDICATOR / PROFICIENCY 7.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; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

7.W.2.A.b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.	
INDICATOR	7.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. Add or delete content to clarify meaning.	
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.	
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
STRAND: BIG IDEA / STANDARD		Speaking and Listening	
IDEA /	SL.1.	Speaking and Listening Collaborating	
IDEA / STANDARD CONCEPT: GLE /	SL.1. SL.1.A.		
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /		Collaborating	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	SL.1.A.	Collaborating Conversations Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA /	SL.1.A.	Collaborating         Conversations         Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	<b>SL.1.A.</b> 7.SL.1.A.	Collaborating Conversations Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Speaking and Listening	

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134

Missouri Learning Standards Language Arts Grade 7 - Adopted: 2016 **Reading Informational Text** 

 CONCEPT:
 RI.1.
 Comprehend and Interpret Texts (Approaching Texts as a Reader)

 GLE /
 RI.1.B.
 Word Meanings

 INDICATOR /
 7.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

CONCEPT: GLE / BENCHMARK	RI.1.	hend and Interpret Texts (Approaching Texts as a Reader)	
GLE / COMPONENT	RI.1.C.	Text Features	
INDICATOR / PROFICIENCY	7.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 /7.Rl.1.D.Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting<br/>evidence; summarize the text distinct from personal opinions.

STRAND: BIG	Reading Informational Text
IDEA /	5
STANDARD	

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.

STRAND: BIG IDEA /	Reading Informational Text
STANDARD	

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

INDICATOR /	7
PROFICIENCY	

7.RI.2.C. Analyze how word choice contributes to meaning and tone.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE /	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

GLE / BENCHMARK		
GLE / COMPONENT	RI.3.A.	Texts/Forms

INDICATOR /7.Rl.3.A.Compare and contrast information presented in different mediums and analyze how the techniques unique to each<br/>medium contribute to meaning.

STRAND: BIG	Reading Informational Text
IDEA /	-
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	7.RI.3.B.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.

STRAND: BIG IDEA /	Reading Informational Text
STANDARD	

Writing

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating

GLE / COMPONENT	SL.1.C.	Viewpoints of Others			
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.			
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140			
	Missouri Learning Standards Language Arts				
		Grade 7 - 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	7.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	7.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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.			
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 /	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.
PROFICIENCY		

## STRAND: BIG Reading Informational Text IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to meaning and tone.

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

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	7.RI.3.A.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

STRAND: BIG	Reading Informational Text
IDEA /	
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	7.RI.3.B.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.
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 / 7.RI.3.D. Read and comprehend informational text independently and proficiently. PROFICIENCY

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher

GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
		UNIT 7: INVENTIVE WRITING Week 13 Page 141-148
		Missouri Learning Standards Language Arts Grade 7 - 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	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating

GLE /	SL.1.B.	Questioning
COMPONENT	JL.1.D.	Questioning
INDICATOR / PROFICIENCY	7.SL.1.B.	Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
		UNIT 7: INVENTIVE WRITING Week 14 Page 149-154
		Missouri Learning Standards
		Language Arts Grade 7 - 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	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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 GLE /		Approaching the Task as a Writer
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	W.2.A. 7.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; develop writing with
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	W.2.A. 7.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; develop writing with narrative, expository, and argumentative techniques.         Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details;
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA /	W.2.A. 7.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; develop writing with narrative, expository, and argumentative techniques.         Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	W.2.A. 7.W.2.A. 7.W.2.A.b.	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; develop writing with narrative, expository, and argumentative techniques.         Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.         Writing
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	W.2.A. 7.W.2.A. 7.W.2.A.b. 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; develop writing with narrative, expository, and argumentative techniques.         Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.         Writing         Approaching the Task as a Reader         Revise and Edit

INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
		UNIT 7: INVENTIVE WRITING Week 15 Page 155-163
		Missouri Learning Standards
		Language Arts
		Grade 7 - 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	7.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 /	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)

GLE / BENCHMARK		
GLE / COMPONENT	RL.1.D.	Summarize/T heme
INDICATOR / PROFICIENCY	7.RL.1.D.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.

STRAND: BIG	Reading Literary Text
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	7.RL.2.B.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a 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.C.	Craft and Meaning
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INDICATOR / PROFICIENCY	7.RL.2.C.	Analyze how specific word choices contribute to 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 / 7.RL.2.D. Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning. PROFICIENCY

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 /7.RL.3.D.Read and comprehend literature, including stories, dramas and poems, independently and proficiently.PROFICIENCY

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.a.	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180
		Missouri Learning Standards

Language Arts

Grade 7 - 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 /	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and
PROFICIENCY		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	7.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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.
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	7.RI.2.C.	Analyze how word choice contributes to 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	7.RI.3.A.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
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	7.RI.3.B.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.
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
	7.RI.3.D.	Read and comprehend informational text independently and proficiently.

PROFICIENCY

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.C.	Viewpoints of Others
INDICATOR / PROFICIENCY	7.SL.1.C.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 181-186
		Missouri Learning Standards
		Language Arts
STRAND: BIG IDEA / STANDARD		Grade 7 - Adopted: 2016 Reading Informational Text
IDEA /	RI.1.	Grade 7 - Adopted: 2016
IDEA / STANDARD CONCEPT: GLE /	RI.1. RI.1.B.	Grade 7 - Adopted: 2016 Reading Informational Text
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /		Grade 7 - Adopted: 2016 Reading Informational Text Comprehend and Interpret Texts (Approaching Texts as a Reader)
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT	RI.1.B.	Grade 7 - Adopted: 2016 Reading Informational Text Comprehend and Interpret Texts (Approaching Texts as a Reader) Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA /	RI.1.B.	Grade 7 - Adopted: 2016         Reading Informational Text         Comprehend and Interpret Texts (Approaching Texts as a Reader)         Word Meanings         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.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	<b>RI.1.B.</b> 7.RI.1.B.	Grade 7 - Adopted: 2016         Reading Informational Text         Comprehend and Interpret Texts (Approaching Texts as a Reader)         Word Meanings         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
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	<b>RI.1.B.</b> 7.RI.1.B. <b>RI.1.</b>	Grade 7 - Adopted: 2016         Reading Informational Text         Comprehend and Interpret Texts (Approaching Texts as a Reader)         Word Meanings         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         Comprehend and Interpret Texts (Approaching Texts as a Reader)

**STANDARD** 

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)	
GLE / COMPONENT	RI.1.D.	Summarize/Claim	
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	
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	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.	
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	7.RI.2.C.	Analyze how word choice contributes to 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	7.RI.3.A.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	
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	7.RI.3.B.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	

**STANDARD** RI.3. CONCEPT: Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) GLE / BENCHMARK GLE / RI.3.D. Comprehension COMPONENT INDICATOR / 7 RI 3 D Read and comprehend informational text independently and proficiently. PROFICIENCY STRAND: BIG Writing IDEA / ST AND ARD CONCEPT: W.1. Approaching the Task as a Researcher GLE / BENCHMARK GLE / W.1.A. Research COMPONENT INDICATOR / 7.W.1.A.a. Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a

 PROFICIENCY
 standard citation system.

 INDICATOR /
 7.W.1.A.b.

 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STRAND: BIG	
IDEA /	
STANDARD	

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details;

establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD Writing

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR 7.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. Add or delete content to clarify meaning.

INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 187-196

# Missouri Learning Standards

### Language Arts

# Grade 7 - 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	7.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	Reading Informational Text
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	7.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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)	
GLE / COMPONENT	RI.1.D.	Summarize/Claim	
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	
STRAND: BIG IDEA / STANDARD		Reading Informational Text	

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

**Reading Informational Text** 

GLE / COMPONENT	RI.2.A.	Structure	
INDICATOR / PROFICIENCY	7.RI.2.A.	7.RI.2.A. Analyze how a text's organization or overall structure contributes to meaning.	
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	7.RI.2.C.	Analyze how word choice contributes to 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	7.RI.3.A.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	
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	7.RI.3.B.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	
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	7.RI.3.D.	Read and comprehend informational text independently and proficiently.	
STRAND: BIG IDEA / STANDARD		Writing	

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.c.	Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 197-226

Missouri Learning Standards Language Arts Grade 7 - Adopted: 2016

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.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	7.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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE /	RI.2.C.	Craft and Meaning

INDICATOR / PROFICIENCY	7.RI.2.C.	Analyze how word choice contributes to 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	7.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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 /	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

# UNIT 8: FORMAL ESSAY MODELS Week 20 Page 227-234

Missouri Learning Standards Language Arts Grade 7 - 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 /7.Rl.1.B.Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and<br/>content-specific meanings using context, affixes, or reference materials.

Reading Informational Text

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	7.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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.
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	7.RI.2.C.	Analyze how word choice contributes to 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	7.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 241-258
		Missouri Learning Standards
ST RAND: BIG IDEA / ST ANDARD		Missouri Learning Standards Language Arts
IDEA /	RI.1.	Missouri Learning Standards Language Arts Grade 7 - Adopted: 2016
IDEA / STANDARD CONCEPT: GLE /		Missouri Learning Standards Language Arts Grade 7 - Adopted: 2016 Reading Informational Text
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	RI.1.	Missouri Learning Standards Language Arts Grade 7 - Adopted: 2016 Reading Informational Text Comprehend and Interpret Texts (Approaching Texts as a Reader)
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	<b>RI.1.</b> <b>RI.1.B.</b> 7.RI.1.B.	Missouri Learning Standards         Language Arts         Grade 7 - Adopted: 2016         Reading Informational Text         Comprehend and Interpret Texts (Approaching Texts as a Reader)         Word Meanings         Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA /	<b>RI.1.</b> <b>RI.1.B.</b> 7.RI.1.B.	Missouri Learning Standards         Language Arts         Grade 7 - Adopted: 2016         Reading Informational Text         Comprehend and Interpret Texts (Approaching Texts as a Reader)         Word Meanings         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	7.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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
ST RAND: BIG IDEA / ST ANDARD		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	7.RI.2.A.	Analyze how a text's organization or overall structure contributes to meaning.
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	7.RI.2.C.	Analyze how word choice contributes to 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	7.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher

GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 241-258

Missouri Learning Standards Language Arts Grade 7 - Adopted: 2016

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.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	7.RL.1.D.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.
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	7.RL.2.A.	Analyze how a text's form or overall structure contributes to meaning.
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	7.RL.2.B.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a 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.C.	Craft and Meaning
INDICATOR /	7.RL.2.C.	Analyze how specific word choices contribute to meaning and tone.

NDICATOR PROFICIENCY

#### STRAND: BIG IDEA / STANDARD

CONCEPT:<br/>BENCHMARKRL.2.Analyze Craft and Structure (Approaching Texts as a Writer)GLE /<br/>COMPONENTRL.2.D.Interaction and MeaningINDICATOR /<br/>PROFICIENCY7.RL.2.D.Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

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	7.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE /	W.1.	Approaching the Task as a Researcher

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ST RAND: BIG IDEA / ST ANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.a.	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a

techniques and relevant, descriptive details.

consistent point of view, and include clearly identified characters, well-structured event sequences, narrative

INDICATOR

7.W.2.A.b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
IDEA /	SL.1.	Speaking and Listening Collaborating
IDEA / STANDARD CONCEPT: GLE /	SL.1. SL.1.A.	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK		Collaborating
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	SL.1.A.	Collaborating Conversations Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA /	SL.1.A.	Collaborating         Conversations         Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	<b>SL.1.A.</b> 7.SL.1.A.	Collaborating Conversations Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Speaking and Listening

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#### STRAND: BIG IDEA / STANDARD

CONCEPT: RL.1. Comprehend and Interpret Texts (Approaching Texts as a Reader) GLE / BENCHMARK Word Meanings GLE / RL.1.B. COMPONENT Determine the meaning of words and phrases as they are used in the text, including figurative and connotative INDICATOR / 7.RL.1.B. PROFICIENCY meanings using context, affixes, or reference materials. STRAND: BIG **Reading Literary Text IDEA** / **STANDARD** CONCEPT: RL.1. Comprehend and Interpret Texts (Approaching Texts as a Reader) GLE / BENCHMARK RL.1.D. Summarize/Theme GLE / COMPONENT INDICATOR / 7.RL.1.D. Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and PROFICIENCY supporting evidence; summarize the text distinct from personal opinions. **Reading Literary Text** STRAND: BIG IDEA / **STANDARD** CONCEPT: RL.2. Analyze Craft and Structure (Approaching Texts as a Writer) GLE / BENCHMARK GLE / RL.2.A. Structure COMPONENT INDICATOR / 7.RL.2.A. Analyze how a text's form or overall structure contributes to meaning. PROFICIENCY STRAND: BIG **Reading Literary Text** IDEA / ST AND ARD CONCEPT: RL.2. Analyze Craft and Structure (Approaching Texts as a Writer) GLE / BENCHMARK RL.2.B. Point of View GLE / COMPONENT INDICATOR / 7.RL.2.B. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. PROFICIENCY STRAND: BIG **Reading Literary Text** IDEA / **STANDARD** 

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

INDICATOR /	7.RL.2.C.	Analyze how specific word choices contribute to meaning and tone.
PROFICIENCY		

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

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

INDICATOR / 7.RL.2.D. Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning. PROFICIENCY

#### STRAND: BIG Reading Literary Text 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	7.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	7.W.1.A.a.	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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	7.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; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	7.W.2.A.a.	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.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	7.W.3.A.e.	Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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		Missouri Learning Standards Language Arts Grade 7 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.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; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b.	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.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. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b.	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the

relationship among ideas through varied sentence structures.