Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Missouri Learning Standards
Language Arts
Grade **10** - Adopted: **2016**

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

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure

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

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

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

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

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	9-10.SL.2.A.	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

STRAND: BIG IDEA / STANDARD		Speaking and Listening

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

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

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

Missouri Learning Standards
Language Arts
Grade **10** - Adopted: **2016**

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features

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

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)

GLE / COMPONENT	RI.2.A.	Structure

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text

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

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

STRAND: BIG IDEA / STANDARD		Writing

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

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

STRAND: BIG IDEA / STANDARD		Writing

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

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

STRAND: BIG IDEA / STANDARD		**Writing**

CONCEPT: GLE / BENCHMARK	**W.3.**	**Approaching the Task as a Reader**
GLE / COMPONENT	**W.3.A.**	**Revise and Edit**
INDICATOR / PROFICIENCY	**9-10.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

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

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

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

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Missouri Learning Standards
Language Arts
Grade **10** - Adopted: **2016**

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme
INDICATOR / PROFICIENCY	9-10.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.A.	Structure
INDICATOR / PROFICIENCY	9-10.RL.2.A.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

STRAND: BIG IDEA / STANDARD		Reading Literary Text

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

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

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

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

CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

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

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

STRAND: BIG IDEA / STANDARD   **Writing**

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.3.**	**Approaching the Task as a Reader**
GLE / COMPONENT	**W.3.A.**	**Revise and Edit**
INDICATOR / PROFICIENCY	**9-10.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	**SL.2.**	**Presenting**
GLE / COMPONENT	**SL.2.A.**	**Verbal Delivery**
INDICATOR / PROFICIENCY	9-10.SL.2.A.	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.

STRAND: BIG IDEA / STANDARD		Speaking and Listening

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

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

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

Missouri Learning Standards
Language Arts
Grade **10** - Adopted: **2016**

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.A.	Structure

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

| STRAND: BIG
IDEA /
STANDARD | | Reading Literary Text |
| CONCEPT:
GLE /
BENCHMARK | RL.2. | Analyze Craft and Structure (Approaching Texts as a Writer) |

GLE / COMPONENT	RL.2.B.	Point of View

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

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

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

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

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

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

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

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

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

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

STRAND: BIG IDEA / STANDARD   **Writing**

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

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

STRAND: BIG IDEA / STANDARD   **Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A.c .	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

Missouri Learning Standards
Language Arts
Grade **10** - Adopted: **2016**

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text

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

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

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

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

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

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

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

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

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery

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

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.B.	Nonverbal

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

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

Missouri Learning Standards
Language Arts
Grade **10** - Adopted: **2016**

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text

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

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

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

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

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

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

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.3.**	**Approaching the Task as a Reader**
GLE / COMPONENT	**W.3.A.**	**Revise and Edit**
INDICATOR / PROFICIENCY	**9-10.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

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

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

STRAND: BIG IDEA / STANDARD		Writing

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

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

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

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

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A.c .	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108

Missouri Learning Standards
Language Arts
Grade **10** - Adopted: **2016**

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text

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

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

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

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader

GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
INDICATOR	9-10.W.3.A.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

Missouri Learning Standards
Language Arts
Grade **10** - Adopted: **2016**

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9-10.RI.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	9-10.RI.3.A.	Analyze how similar ideas or topics are portrayed in different media formats.

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

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

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

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	**Approaching the Task as a Reader**
GLE / COMPONENT	W.3.A.	**Revise and Edit**
INDICATOR / PROFICIENCY	**9-10.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

Missouri Learning Standards
Language Arts
Grade **10** - Adopted: **2016**

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9-10.RI.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	9-10.RI.3.A.	Analyze how similar ideas or topics are portrayed in different media formats.

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

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

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

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

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

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	9-10.RI.3.A.	Analyze how similar ideas or topics are portrayed in different media formats.

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

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

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

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c .	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

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

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

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

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

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	**RL.3.**	**Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)**
GLE / COMPONENT	**RL.3.D.**	**Comprehension**
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	**W.3.**	**Approaching the Task as a Reader**
GLE / COMPONENT	**W.3.A.**	**Revise and Edit**
INDICATOR / PROFICIENCY	**9-10.W.3.A.**	**Review, revise, and edit writing with consideration for the task, purpose, and audience.**
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A.e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	**RL.1.**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)**
GLE / COMPONENT	**RL.1.D.**	**Summarize/Theme**
INDICATOR / PROFICIENCY	9-10.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	**RL.2.**	**Analyze Craft and Structure (Approaching Texts as a Writer)**
GLE / COMPONENT	**RL.2.A.**	**Structure**
INDICATOR / PROFICIENCY	9-10.RL.2.A.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	**RL.2.**	**Analyze Craft and Structure (Approaching Texts as a Writer)**
GLE / COMPONENT	**RL.2.C.**	**Craft and Meaning**

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	9- 10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9-10.RI.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

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

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

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

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9-10.RI.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	9-10.RI.3.A.	Analyze how similar ideas or topics are portrayed in different media formats.

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

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

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

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

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

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

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174

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

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9-10.RI.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STRAND: BIG IDEA / STANDARD	**Writing**

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

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

STRAND: BIG IDEA / STANDARD	**Writing**

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

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

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Missouri Learning Standards
Language Arts
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STRAND: BIG IDEA / STANDARD		**Reading Informational Text**
CONCEPT: GLE / BENCHMARK	**RI.1.**	**Comprehend and Interpret Texts (Approaching Texts as a Reader)**
GLE / COMPONENT	**RI.1.B.**	**Word Meanings**
INDICATOR / PROFICIENCY	9- 10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		**Reading Informational Text**

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

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9- 10.RI.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

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

STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	9- 10.RI.3.A.	Analyze how similar ideas or topics are portrayed in different media formats.

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

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

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

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

STRAND: BIG IDEA / STANDARD		Writing

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

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme
INDICATOR / PROFICIENCY	9- 10.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.A.	Structure
INDICATOR / PROFICIENCY	9-10.RL.2.A.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

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

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension

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

| STRAND: BIG
IDEA /
STANDARD		Writing

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

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

| STRAND: BIG
IDEA /
STANDARD		Writing

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

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

| STRAND: BIG
IDEA /
STANDARD		Writing

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

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

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

STRAND: BIG IDEA / STANDARD		Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating

GLE / COMPONENT	SL.1.A.	Conversations

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

UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248

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STRAND: BIG IDEA / STANDARD		Reading Literary Text

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

GLE / COMPONENT	RL.1.B.	Word Meanings

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text

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

GLE / COMPONENT	RL.1.D.	Summarize/Theme

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text

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

GLE / COMPONENT	RL.2.A.	Structure

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

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

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

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

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

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9-10.W.3.A.c .	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9-10.W.3.A. e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

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

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STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.A.	Structure

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.B.	Point of View

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

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

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

STRAND: BIG IDEA / STANDARD		Writing

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

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A.c .	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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STRAND: BIG IDEA / STANDARD		Reading Literary Text

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme
INDICATOR / PROFICIENCY	9- 10.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.A.	Structure
INDICATOR / PROFICIENCY	9- 10.RL.2.A.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.

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

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

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	9-10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.

STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	9-10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

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

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

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A.c .	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9-10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-10.W.3.A.a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9-10.W.3.A.b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.