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

**Subject:** Language Arts **Grade:** 10

#### 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.Rl.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD Reading Informational Text

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

STRAND: BIG IDEA / STANDARD Reading Informational Text

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

STRAND: BIG IDEA / STANDARD

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

INDICATOR / PROFICIENCY	9- 10.Rl.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	9- 10.Rl.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT:	W.1.	Approaching the Task as a Researcher
BENCHMARK		
	W.1.A.	Research
BENCHMARK GLE /	9- 10.W.1.A. a.	Research  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.
GLE / COMPONENT	9- 10.W.1.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
GLE / COMPONENT  INDICATOR / PROFICIENCY	9- 10.W.1.A. a. 9- 10.W.1.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.  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
GLE / COMPONENT  INDICATOR / PROFICIENCY  INDICATOR / PROFICIENCY  STRAND: BIG IDEA /	9- 10.W.1.A. a. 9- 10.W.1.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.  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.
GLE / COMPONENT  INDICATOR / PROFICIENCY  INDICATOR / PROFICIENCY  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE /	9- 10.W.1.A. a. 9- 10.W.1.A. b.	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.  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  Writing

#### 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 /	9-	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and
PROFICIENCY	10.SL.1.A.	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 /	9-	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when

### PROFICIENCY

10.SL.2.A. 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.
	1U	NIT 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.Rl.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	9- 10.Rl.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE /	RI.1.D.	Summarize/Claim

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

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

STRAND: BIG IDEA / STANDARD

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

GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9- 10.Rl.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	9- 10.Rl.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.RI.3.D.	Read and comprehend informational text independently and proficiently.
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 / Follow a writing process to produce clear and coherent writing in which the development, organization, style, and **PROFICIENCY** 10.W.2.A. voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. STRAND: BIG Writing IDEA / **STANDARD** CONCEPT: W.3. Approaching the Task as a Reader GLE / **BENCHMARK** Revise and Edit W.3.A. GLE / COMPONENT INDICATOR / 9-Review, revise, and edit writing with consideration for the task, purpose, and audience. **PROFICIENCY** 10.W.3.A. **INDICATOR** 9-Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion 10.W.3.A. that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making a. choices regarding organization and content. INDICATOR Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding 9-10.W.3.A. of how language contributes to meaning. b. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English **INDICATOR** 9-10.W.3.A.c grammar and usage including spelling and punctuation. **INDICATOR** 9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking 10.W.3.A. advantage of technology's capacity to link to other information and to display information flexibly and dynamically. STRAND: BIG Speaking and Listening IDEA / **STANDARD** CONCEPT: Collaborating SL.1. GLE / **BENCHMARK** Conversations GLE / SL.1.A. COMPONENT INDICATOR / 9-Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and **PROFICIENCY** 10.SL.1.A. individual roles as needed. STRAND: BIG **Speaking and Listening** IDEA / **STANDARD** CONCEPT: SL.2. Presenting GLE / **BENCHMARK** 

GLE / COMPONENT

SL.2.A. Verbal Delivery

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

#### 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 /	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 / 9- Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the PROFICIENCY 10.RL.2.A. 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 parrative, expository, and argumentative writing techniques.

learned narrative, expository, and argumentative writing techniques.

#### 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 /	9-	Speak audibly, and to the point using conventions of language as appropriate to task purpose and audience when

INDICATOR /	9-	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when
PROFICIENCY	10.SL.2.A.	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: SL2. Presenting  SL2.8. Nonwerbal  COMPONENT   SL2.8. Nonwerbal  COMPONENT   10 SL2.8. Nonwerbal  LINET 3 RETELLING NARRATIVE STORIES Work 4 Page 49-56  Make consistent eye contact with a large of listeners when speaking using effective gestures in communicate a particular of the property of the standards between the contact of the standards Larguage And Standards Crade 19 - Accepted 2016  STRAND: BIG IDEA/ STRAND			
Make consistent eye contact with a range of fisteners when speaking using effective gestures to communicate a 20.542.8. dean viewpoint and engage listeners and avoid body language or mammerisms that might be distracting to the authority.  UNIT'S. RETELLING NARRATIVE STORIES Week 4 Page 49-50  UNIT'S. RETELLING NARRATIVE STORIES Week 4 Page 49-50  Missouri Learning Standards  Language Arts  Grade 10 - Adopted; 2016  STRAND: BIG DEA!  RE.1. Comprehend and Interpret Texts (Approaching Texts as a Reader)  REL1. Word Meanings  COMPONENT  REL1. Reading Literary Text  9- 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 DEA!  STRAND: BIG DEA!  REL1. Comprehend and Interpret Texts (Approaching Texts as a Reader)  COMPONENT  REL1. Comprehend and Interpret Texts (Approaching Texts as a Reader)  REL1. Comprehend and Interpret Texts (Approaching Texts as a Reader)  STRAND: BIG DEA!  STRAND: BIG DEA!  STRAND: BIG DEA!  REL1. Comprehend and Interpret Texts (Approaching Texts as a Reader)  REL1. Comprehend and Interpret Texts (Approaching Texts as a Reader)  REL1. Comprehend and Interpret Texts (Approaching Texts as a Reader)  REL1. Comprehend and Interpret Texts (Approaching Texts as a Reader)  REL1. Comprehend and Interpret Texts (Approaching Texts as a Reader)  REL1. Analyze their development disoughout the text, and concise summany of the text.  Reading Literary Text  STRAND: BIG DEA!  STRAND: BIG DEA!  REL2. Analyze Craft and Structure (Approaching Texts as a Writer)  REL2. Analyze Deal and author's choices concerning how to structure a text, order events, or manipulate time impact the reader.  READER: Analyze Craft and Structure (Approaching Texts as a Writer)  READER: Analyze Craft and Structure (Approaching Texts as a Writer)	GLE /	SL.2.	Presenting
PROFICIENCY 10 SL2.B. clear viewpoint and engage listeners and avoid body language or mannersms 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/ ST ANDARD  Reading Literary Text  COMCEPT: GLE/ GLE/ GLE/ GLE/ GLE/ GLE/ GLE/ GLE/		SL.2.B.	Nonverbal
Missouri Learning Standards Language Arts Grade 10 - Adopted: 2016  STRAND: BIG IDEA!  STANDARD  Reading Literary Text  CONCEPT: GLE! GLE! GLE/ GOMPONENT  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.  Reading Literary Text  STANDARD  RUL.1.  Comprehend and Interpret Texts (Approaching Texts as a Reader)  RL.1.  Comprehend and Interpret Texts (Approaching Texts as a Reader)  RL.1.  Comprehend and Interpret Texts (Approaching Texts as a Reader)  RUL.1.  SUMMARIZE/Theme  CONCEPT: GLE! GUE/ GUE/ GUE/ GUE/ GUE/ GUE/ GUE/ GUE/			clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the
STRAND: BIG IDEA! ST ANDARD  CONCEPT: GLE! BENCHMARK  GLE! Comprehend and Interpret Texts (Approaching Texts as a Reader)  CONCEPT: GLE! BENCHMARK  GLE! COMPONENT  INDICATOR! 9- Determine the meaning of words and physics as shey are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.  Reading Literary Text  STANDARD  Reading Literary Text  COMPONENT  RL.1. Comprehend and Interpret Texts (Approaching Texts as a Reader)  Reading Literary Text  STANDARD  READING STANDARD			UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56
IDEA/ STANDARD  CONCEPT: GLE/ GLE/ GLE/ COMPONENT  INDICATOR / PROFICIENCY  RL.1.B. Word Meanings  Reading Literary Text  Reading Literary Text  COMPONENT  COMPONENT  RL.1.Comprehend and Interpret Texts (Approaching Texts as a Reader)  Reading Literary Text  Reading Literary Text  CONCEPT: GLE/ GLE/ COMPONENT  RL.1.D. Summarize/Theme  COMPONENT  INDICATOR / PROFICIENCY  PROFICIENCY  RL.1.D. Summarize/Theme  Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and Proficiency  PROFICIENCY  PROFICIENCY  RL.1.D. Reading Literary Text  STRAND-BIG GIDEA/ STANDARD  Reading Literary Text  RL.2. Analyze Craft and Structure (Approaching Texts as a Writer)  RL.2. Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)			Language Arts
IDEA/ STANDARD  CONCEPT: GLE/ GLE/ GLE/ COMPONENT  INDICATOR / PROFICIENCY  RL.1.B. Word Meanings  Reading Literary Text  Reading Literary Text  COMPONENT  COMPONENT  RL.1.Comprehend and Interpret Texts (Approaching Texts as a Reader)  Reading Literary Text  Reading Literary Text  CONCEPT: GLE/ GLE/ COMPONENT  RL.1.D. Summarize/Theme  COMPONENT  INDICATOR / PROFICIENCY  PROFICIENCY  RL.1.D. Summarize/Theme  Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and Proficiency  PROFICIENCY  PROFICIENCY  RL.1.D. Reading Literary Text  STRAND-BIG GIDEA/ STANDARD  Reading Literary Text  RL.2. Analyze Craft and Structure (Approaching Texts as a Writer)  RL.2. Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)  READ Analyze Craft and Structure (Approaching Texts as a Writer)	CTDAND, DIC		
SECONDONENT   RL.1.B.   Word Meanings	IDEA /		Reading Literary Text
INDICATOR / 9- PROFICIENCY 10.RL.1.B.  Reading Literary Text  CONCEPT: GLE / 10.RL.1.D.  STRAND: BIG IDEA / 10.RL.1.D.  SUMMARIZE/Theme  COMPONENT  INDICATOR / 9- PROFICIENCY 10.RL.1.D.  Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and prelate the themes to life experiences; provide an objective and concise summary of the text.  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE / 10.RL.1.D.  Reading Literary Text  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE / RL.2.  Analyze Craft and Structure (Approaching Texts as a Writer)  INDICATOR / 9- PROFICIENCY 10.RL.2.A.  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE / RL.2.  Analyze bow an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.  Reading Literary Text  STRAND: BIG IDEA / STRAND: BIG IDEA / STRAND: BIG IDEA / STANDARD  Reading Literary Text  STRAND: BIG IDEA / STRAND: BIG IDEA / STRAND: BIG IDEA / STANDARD  Reading Literary Text  STRAND: BIG IDEA / STRAND: BIG IDEA / STANDARD  Reading Literary Text  STRAND: BIG IDEA / STRAND: BIG IDEA / STANDARD  Reading Literary Text  STRAND: BIG IDEA / STANDARD  CONCEPT: RL.2.  Analyze Craft and Structure (Approaching Texts as a Writer)  CONCEPT: Reading Literary Text  STRAND: BIG IDEA / STANDARD	GLE /	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
PROFICIENCY 10 R.L.1.8. meanings using context, affixes, or reference materials.  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  CONCEPT: GLE / BENCHMARK  RL.1. Comprehend and Interpret Texts (Approaching Texts as a Reader)  SUBJECT OF THE RESEARCH OF THE RESEARCH OF TEXTS (Approaching Texts as a Reader)  RL.1. Comprehend and Interpret Texts (Approaching Texts as a Reader)  SUBJECT OF TEXTS OF THE RESEARCH OF TEXTS		RL.1.B.	Word Meanings
CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / 9- Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and PROFICIENCY  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE / COMPONENT  INDICATOR / 9- Analyze Craft and Structure (Approaching Texts as a Writer)  GLE / COMPONENT  RL.2. Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.  STRAND: BIG IDEA / STRANDARD  RR.2. Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.  STRAND: BIG IDEA / STRANDARD  CONCEPT: RL.2. Analyze Craft and Structure (Approaching Texts as a Writer)  CONCEPT: RL.2. Analyze Craft and Structure (Approaching Texts as a Writer)			
STRAND: BIG   INDICATOR / PROFICIENCY   PROFICENCY	IDEA /		Reading Literary Text
INDICATOR / 9- Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and PROFICIENCY 10.RL.1.D. relate the themes to life experiences; provide an objective and concise summary of the text.  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / 9- 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: Reading Literary Text  CONCEPT: Reading Literary Text  Reading Literary Text  CONCEPT: Reading Literary Text  CONCEPT: Reading Literary Text  CONCEPT: Reading Literary Text  CONCEPT: Reading Literary Text	GLE /	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
PROFICIENCY  10.RL.1.D. relate the themes to life experiences; provide an objective and concise summary of the text.  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  PROFICIENCY  STRAND: BIG IDEA / STANDARD  Reading Literary Text  Structure  Analyze Craft and Structure (Approaching Texts as a Writer)  BY Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.  Reading Literary Text  CONCEPT: Reading Literary Text  CONCEPT: GLE / RL.2. Analyze Craft and Structure (Approaching Texts as a Writer)		RL.1.D.	Summarize/Theme
CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  STRAND: BIG IDEA / STANDARD  Reading Literary Text  CONCEPT: GLE / Reading Literary Text (Approaching Texts as a Writer)			
GLE / BENCHMARK  GLE / COMPONENT  RL.2.A. Structure  INDICATOR / PROFICIENCY  10.RL.2.A. Proficiency  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: RL.2. Analyze Craft and Structure (Approaching Texts as a Writer)	IDEA /		Reading Literary Text
INDICATOR / 9- 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 / RL.2. Analyze Craft and Structure (Approaching Texts as a Writer)	GLE /	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
STRAND: BIG IDEA / STANDARD  Reading Literary Text  CONCEPT: RL.2. Analyze Craft and Structure (Approaching Texts as a Writer)		RL.2.A.	Structure
IDEA / STANDARD  CONCEPT: RL.2. Analyze Craft and Structure (Approaching Texts as a Writer) GLE /			
GLE /	IDEA /		Reading Literary Text
	GLE /	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.

**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.Rl.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	9- 10.Rl.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9- 10.Rl.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9- 10.RI.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	9- 10.Rl.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
STRAND: BIG IDEA I STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.Rl.3.D.	Read and comprehend informational text independently and proficiently.

STRAND: BIG
IDEA /
STANDARD

#### Writing

STANDARD		
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	9- 10.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	9- 10.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	9- 10.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9-	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion
	10.W.3.A. a.	that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR		

INDICATOR

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

e.

9-

#### **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.Rl.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	9- 10.Rl.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9- 10.Rl.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9- 10.Rl.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	9- 10.Rl.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
IDEA /	RI.3.	Reading Informational Text  Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
IDEA / STANDARD CONCEPT: GLE /	RI.3.	

Read and comprehend informational text independently and proficiently.

INDICATOR /

PROFICIENCY 10.RI.3.D.

9-

STRAND: BIG
IDEA /
STANDARD

#### Writing

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

#### STRAND: BIG IDEA / STANDARD

#### Writing

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

#### STRAND: BIG IDEA / STANDARD

#### Writing

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

#### Missouri Learning Standards Language Arts

Grade 10 - Adopted: 2016

STRAND: BIG IDEA / STANDARD Reading Informational Text

STANDARD		
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9- 10.Rl.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	9- 10.RI.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG		Reading Informational Text
IDEA / STANDARD		
IDEA /	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
IDEA / STANDARD CONCEPT: GLE /	RI.1. RI.1.D.	Comprehend and Interpret Texts (Approaching Texts as a Reader)  Summarize/Claim
IDEA / STANDARD CONCEPT: GLE / BENCHMARK		
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT	<b>RI.1.D.</b>	Summarize/Claim  Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  STRAND: BIG IDEA /	<b>RI.1.D.</b>	Summarize/Claim  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.
IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE /	9- 10.Rl.1.D.	Summarize/Claim  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.  Reading Informational Text

STRAND: BIG IDEA / STANDARD

PROFICIENCY 10.RI.3.D.

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.

#### Reading Literary Text

STANDARD		
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** 

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

STRAND: BIG IDEA / STANDARD

PROFICIENCY

Reading Informational Text

10.RI.1.C. applicable).

CONCEPT: BEIGNAMARK BILL. Comprehend and Interpret Texts (Approaching Texts as a Reader)  BEIGNAMARK BILL. Summarize/Claim  ROCATOR! 9- Explain two or more cereal/main ideas in a text, analyze their development firoughout the text, and explain the PROFICIENCY 10.RILD.  Branch BIG Significance of the ceretal ideas; provide an objective and concise summary of the text, and explain the PROFICIENCY 10.RILD.  BRILL Significance of the ceretal ideas; provide an objective and concise summary of the text, and explain the PROFICIENCY 10.RILD.  CONCEPT: GLE! BEIGNAMARK  GLE! COMPONENT RILL. Comprehension  CONCEPT: GLE! BEIGNAMARK  BRILL Comprehension  CONCEPT: GLE! BEIGNAMARK  WILL. Approaching the Task as a Researcher  GLE! COMPONENT RILL. Conduct research is a rower a question (reducing a util generated question) or solve a problem; narrow or broaden the standard clinition system.  INDICATOR! 9- Conduct research is a rower a question (reducing a util generated question) or solve a problem; narrow or broaden the standard clinition system.  INDICATOR! 9- Conduct research is a rower a question (reducing a util generated question) or solve a problem; narrow or broaden the standard clinition system.  INDICATOR! 9- Conduct research is a rower a question (reducing a util generated question) or solve a problem; narrow or broaden the standard clinition system.  INDICATOR! 9- Conduct research is a rower a question (reducing a util generated question) or solve a problem; narrow or broaden the standard clinition system.  INDICATOR! 9- Cafebre relevant information from multiple authorisative print and digital sources, print and digital integrate information using a standard formation into the text standard clinition system.  INDICATOR! 9- Cafebre relevant information from multiple authorisative print and digital sources, using advanced searches effectively; assess the use diviness of each source in answering the research question; integrate information into the text standard clinition system.  STRAND. BIG  GLE! GLE! GLE! GLE! GLE!			
September   Popular two or more central main ideas in a text, analyze their development froughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.    Reading informational Text	GLE /	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
STRAND: BIG DEAL STRAND: BIG GLE / GENERAL RI.3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) GENERAL GLE / GENERAL RI.3. Comprehension  CONCEPT: GLE /		RI.1.D.	Summarize/Claim
CONCEPT: GLE / GLE / GAPPORCHENCY  ONCEPT: GRE / GAPPORCHING IN WITHING  STRAND-BIG GIE / GAPPORCHING IN GAPPORCHENCY  ONCEPT: GRE / GAPPORCHING IN GAPPORCHING IN WITHING  STRAND-BIG GIE / GAPPORCHING IN GAPPORCHING IN GAPPORCHING IN GAPPORCHING IN GAPPORCHING IN WITHING  STRAND-BIG GIE / GAPPORCHING IN GAPPORCHING			
BENCHMARK  GLE / COMPONENT  RI.3.D. Comprehension  Read and comprehend informational text independently and proficiently.  PROFICIENCY 10.RI.3.D.  Writing  STANDARD  Writing  Wil. Approaching the Task as a Researcher  GLE / GOMPONENT  INDICATOR / 9- Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gether multiple relevant, credible sources, print and digital; integrate information using a siandard citation system.  INDICATOR / 9- Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gether multiple relevant, credible sources, print and digital; integrate information using a standard citation system.  INDICATOR / 9- 10.W.I.A. selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  STRAND: BIG IDEA / STANDARD  Writing  TRANDARD  W.2. Approaching the Task as a Writer GLE / COMPONENT  INDICATOR / 9- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.  Writing  STRAND: BIG IDEA / STANDARD	IDEA /		Reading Informational Text
INDICATOR / 9- Read and comprehend informational text independently and proficiently.  STRAND: BIG IDEA / 10.RI.3.D.  Writing  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  W.1. Approaching the Task as a Researcher  GLE / COMPONENT  CONCEPT: GLE / B. 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 / 9- 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  CONCEPT: GLE / GL	GLE /	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
STRAND: BIG IDEA/ ST RAND-BIG		RI.3.D.	Comprehension
CONCEPT: GLE / BENCHMARK  CULE / W.1.A. Research  COMPONENT   W.1.A. Research  INDICATOR / 9- Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.  INDICATOR / 9- 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 / W.2. Approaching the Task as a Writer  GLE / BENCHMARK  CONCEPT: GLE / BENCHMARK  Development  INDICATOR / 9- 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 / ST ANDARD  Writing  STRAND: BIG IDEA / ST ANDARD  Writing  Approaching the Task as a Reader  GUNCEPT: W.3. Approaching the Task as a Reader			Read and comprehend informational text independently and proficiently.
BENCHMARK  GLE / COMPONENT  INDICATOR / 9- 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 / 9- 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  CONCEPT: GLE / W.2.A Development  INDICATOR / 9- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.  STRAND: BIG IDEA / STANDARD  CONCEPT: W.3. Approaching the Task as a Reader  CONCEPT: W.3. Approaching the Task as a Reader	IDEA /		Writing
INDICATOR / PROFICIENCY   PROFICIENCY   PROFICIENCY   PROFICIENCY   PROFICIENCY   PROFICIENCY   PROFICIENCY   PROFICIENCY   D.W.1.A.   a.   Condemn and the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.   Strand and citation system   PROFICIENCY   PROFICIENCY   D.W.1.A.   Strand and the inquiry when appropriate; gather 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   W.2.   Approaching the Task as a Writer   PROFICIENCY   W.2.   Development   PROFICIENCY   Profice and propriate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.    Witting   W.2.   Approaching the Task as a Writer   PROFICIENCY   Profice and propriate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.    Witting   Writing   W.2.   Profice and propriate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively; a	GLE /	W.1.	Approaching the Task as a Researcher
PROFICIENCY 10.W.1.A. the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.    INDICATOR / PROFICIENCY		W.1.A.	Research
PROFICIENCY  10.W.1.A. 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  W.2. Approaching the Task as a Writer  GLE / COMPONENT  W.2. Development  Development  Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.  Writing  Writing  CONCEPT: W.3. Approaching the Task as a Reader  GUNCEPT: GLE / W.3. Approaching the Task as a Reader		10.W.1.A.	the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a
CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  PROFICIENCY  STRAND: BIG IDEA / STANDARD  W.2. Approaching the Task as a Writer  W.2. Approaching the Task as a Writer  Benchmark  W.2. Approaching the Task as a Writer  Benchmark  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.  Writing  CONCEPT: GLE /  W.3. Approaching the Task as a Reader  GLE /		10.W.1.A.	assess the usefulness of each source in answering the research question; integrate information into the text
GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  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: W.3. Approaching the Task as a Reader	IDEA /		Writing
INDICATOR / PROFICIENCY  9- 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: W.3. Approaching the Task as a Reader	GLE /	W.2.	Approaching the Task as a Writer
PROFICIENCY  10.W.2.A. voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.  STRAND: BIG IDEA / STANDARD  Writing  CONCEPT: W.3. Approaching the Task as a Reader  GLE /		W.2.A.	Development
IDEA / STANDARD  CONCEPT: W.3. Approaching the Task as a Reader GLE /			voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously
GLE /	IDEA /		Writing
	GLE /	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.

### Missouri Learning Standards

Language Arts
Grade 10 - Adopted: 2016

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

STRAND: BIG IDEA / Reading Informational Text

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

PROFICIENCY 10.Rl.1.C. applicable).

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9- 10.Rl.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9- 10.Rl.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	9- 10.Rl.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	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 /	9- 10 RI 3 B	Evaluate how effectively two or more texts develop similar ideas/topics.

PROFICIENCY 10.RI.3.B.

#### Reading Informational Text

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

choices regarding organization and content.

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

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

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

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

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9- 10.Rl.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9- 10.Rl.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	9- 10.RI.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	T exts/Forms
INDICATOR / PROFICIENCY	9- 10.Rl.3.A.	Analyze how similar ideas or topics are portrayed in different media formats.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	9- 10.RI.3.B.	Evaluate how effectively two or more texts develop similar ideas/topics.

#### Reading Informational Text

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

choices regarding organization and content.

INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. e.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142
		Missouri Learning Standards
		Language Arts
		Grade 10 - Adopted: 2016
STRAND: BIG		Reading Informational Text

IDEA / STANDARD

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

STRAND: BIG IDEA / STANDARD

**Reading Informational Text** 

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

STRAND: BIG IDEA / STANDARD

Reading Informational Text

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

STRAND: BIG IDEA / **STANDARD** 

CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9- 10.Rl.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
STRAND: BIG IDEA I STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	9- 10.Rl.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	9- 10.Rl.3.A.	Analyze how similar ideas or topics are portrayed in different media formats.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	9- 10.Rl.3.B.	Evaluate how effectively two or more texts develop similar ideas/topics.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / 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

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

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

e.

9-

### Missouri Learning Standards Language Arts

Grade 10 - Adopted: 2016

STRAND: BIG IDEA / STANDARD Writing

CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  INDICATOR / INDICATOR / PROFICIENCY  INDICATOR / INDIC	STANDARD		
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- PROFICIENCY 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  CONCEPT: GLE / BENCHMARK  GLE / W.2.A. Development	GLE /	W.1.	Approaching the Task as a Researcher
PROFICIENCY  10.W.1.A. the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.  INDICATOR / PROFICIENCY  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  GLE / W.2.A. Development		W.1.A.	Research
PROFICIENCY  10.W.1.A. b. 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  GLE / W.2.A. Development		10.W.1.A.	the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a
IDEA / STANDARD  CONCEPT: W.2. Approaching the Task as a Writer GLE / BENCHMARK  GLE / W.2.A. Development		10.W.1.A.	assess the usefulness of each source in answering the research question; integrate information into the text
GLE / BENCHMARK  GLE / W.2.A. Development	IDEA /		Writing
	GLE /	W.2.	Approaching the Task as a Writer
		W.2.A.	Development

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and

voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously

STRAND: BIG IDEA / STANDARD

INDICATOR /

**PROFICIENCY** 

Writing

10.W.2.A.

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.

learned narrative, expository, and argumentative writing techniques.

INDICATOR

910.W.3.A.
e.

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

UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

Missouri Learning Standards
Language Arts
Grade 10 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Reading Literary Text

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

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR /	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 / 9- Analyze how points of view is reflected in the characters, setting, and plot. PROFICIENCY 10.RL.2.B.

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

STRAND: BIG IDEA / STANDARD Reading Literary Text

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

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

#### **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 /	W.3. W.3.A.	Approaching the Task as a Reader  Revise and Edit
GLE / BENCHMARK		
GLE / BENCHMARK  GLE / COMPONENT  INDICATOR /	W.3.A.	Revise and Edit
GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY	9- 10.W.3.A. 9- 10.W.3.A.	Revise and Edit  Review, revise, and edit writing with consideration for the task, purpose, and audience.  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
GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  INDICATOR	9- 10.W.3.A. 9- 10.W.3.A. a. 9- 10.W.3.A. b.	Review, revise, and edit writing with consideration for the task, purpose, and audience.  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.  Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding

UNIT 7: INVENTIVE WRITING Week 15 Page 157-160

**Reading Literary Text** 

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9- 10.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/T heme
INDICATOR / PROFICIENCY	9- 10.RL.1.D.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE /	RL.2.A.	Structure
COMPONENT	1(2,2,7,1)	
	9- 10.RL.2.A.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the
INDICATOR /	9- 10.RL.2.A.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the
INDICATOR / PROFICIENCY  STRAND: BIG IDEA /	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.
INDICATOR / PROFICIENCY  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE /	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.  Reading Literary Text
INDICATOR / PROFICIENCY  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE /	9- 10.RL.2.A. RL.2.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.  Reading Literary Text  Analyze Craft and Structure (Approaching Texts as a Writer)
INDICATOR / PROFICIENCY  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT	9- 10.RL.2.A. RL.2.B.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.  Reading Literary Text  Analyze Craft and Structure (Approaching Texts as a Writer)  Point of View
INDICATOR / PROFICIENCY  STRAND: BIG IDEA / STANDARD  CONCEPT: GLE / BENCHMARK  GLE / COMPONENT  INDICATOR / PROFICIENCY  STRAND: BIG IDEA /	9- 10.RL.2.A. RL.2.B.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.  Reading Literary Text  Analyze Craft and Structure (Approaching Texts as a Writer)  Point of View  Analyze how points of view is reflected in the characters, setting, and plot.

INDICATOR / Analyze the cumulative impact of specific word choices and syntax on meaning and tone. 9-**PROFICIENCY** 10.RL.2.C. STRAND: BIG **Reading Literary Text** IDEA / **STANDARD** RL.2. Analyze Craft and Structure (Approaching Texts as a Writer) CONCEPT: GLE / **BENCHMARK** RL.2.D. GLE / Interaction and Meaning COMPONENT INDICATOR / 9-Analyze how complex characters develop over the course of a text to advance the plot and develop the theme. **PROFICIENCY** 10.RL.2.D. STRAND: BIG **Reading Literary Text** IDEA / **STANDARD** CONCEPT: RL.3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) GLE / **BENCHMARK** GLE / RL.3.D. Comprehension COMPONENT INDICATOR / 9-Read and comprehend literature, including stories, dramas and poems, independently and proficiently. **PROFICIENCY** 10.RL.3.D. STRAND: BIG **Reading Informational Text** IDEA / **STANDARD** CONCEPT: RI.1. Comprehend and Interpret Texts (Approaching Texts as a Reader) GLE / **BENCHMARK** GLE / RI.1.B. **Word Meanings** COMPONENT INDICATOR / Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and **PROFICIENCY** 10.RI.1.B. content-specific meanings using context, affixes, or reference materials. STRAND: BIG **Reading Informational Text** IDEA / **STANDARD** CONCEPT: RI.1. Comprehend and Interpret Texts (Approaching Texts as a Reader) GLE / **BENCHMARK** GLE / RI.1.C. **Text Features** COMPONENT INDICATOR / Interpret visual elements of a text including those from different media and draw conclusions from them (when **PROFICIENCY** 10.RI.1.C. applicable). STRAND: BIG **Reading Informational Text** IDEA / **STANDARD** CONCEPT: RI.1. Comprehend and Interpret Texts (Approaching Texts as a Reader) GLE / **BENCHMARK** 

GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9- 10.Rl.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9- 10.Rl.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	9- 10.Rl.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.RI.3.D.	Read and comprehend informational text independently and proficiently.
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.

### UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166

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

STRAND: BIG IDEA / STANDARD

INDICATOR /

9-

PROFICIENCY 10.RI.2.A.

Reading Informational Text

STANDARD		
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9- 10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	9- 10.Rl.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9- 10.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

Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.

GLE / COMPONENT

W.1.A.

Research

STANDARD		
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	9- 10.Rl.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	9- 10.Rl.3.A.	Analyze how similar ideas or topics are portrayed in different media formats.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	9- 10.Rl.3.B.	Evaluate how effectively two or more texts develop similar ideas/topics.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.Rl.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher

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.

STRAND: BIG
IDEA /
STANDARD

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	9- 10.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	9- 10.Rl.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9- 10.Rl.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9- 10.RI.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning

INDICATOR / PROFICIENCY	9- 10.Rl.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	Texts/Forms
INDICATOR / PROFICIENCY	9- 10.RI.3.A.	Analyze how similar ideas or topics are portrayed in different media formats.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	9- 10.Rl.3.B.	Evaluate how effectively two or more texts develop similar ideas/topics.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.Rl.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA <i>I</i> STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	9- 10.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	9- 10.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Writing

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

STRAND: BIG IDEA / STANDARD Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. 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 18 Page 175-184

Missouri Learning Standards
Language Arts
Grade 10 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

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

INDICATOR / PROFICIENCY	9- 10.Rl.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	9- 10.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.	T exts/Forms
INDICATOR / PROFICIENCY	9- 10.RI.3.A.	Analyze how similar ideas or topics are portrayed in different media formats.
STRAND: BIG IDEA <i>I</i> STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	9- 10.Rl.3.B.	Evaluate how effectively two or more texts develop similar ideas/topics.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.Rl.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	9- 10.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	9- 10.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development

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

STRAND: BIG Writing

IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	9- 10.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	9- 10.W.3.A. a.	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
INDICATOR	9- 10.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
INDICATOR	9- 10.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
INDICATOR	9- 10.W.3.A. 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 19 Page 185-188

# 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.Rl.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.C.	Text Features
INDICATOR / PROFICIENCY	9- 10.Rl.1.C.	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	9- 10.Rl.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.A.	Structure
INDICATOR / PROFICIENCY	9- 10.Rl.2.A.	Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RI.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	9- 10.Rl.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.A.	T exts/Forms
INDICATOR / PROFICIENCY	9- 10.Rl.3.A.	Analyze how similar ideas or topics are portrayed in different media formats.

#### Reading Informational Text

STANDARD		
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.B.	Relationships/Texts
INDICATOR / PROFICIENCY	9- 10.Rl.3.B.	Evaluate how effectively two or more texts develop similar ideas/topics.
STRAND: BIG IDEA / STANDARD		Reading Informational Text
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.Rl.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	9- 10.W.1.A. a.	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	9- 10.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR /	9-	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and

STRAND: BIG IDEA / STANDARD

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.
		LINIT 0: EODMAL CRITICUE Week 20 Page 180, 228

### UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228

# 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

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

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

GLE / COMPONENT RL.3.D.

Comprehension

**Reading Literary Text** 

STANDARD		
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 <i>I</i> 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 /	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
BENCHMARK		

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 DEA / 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
		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 <i>I</i> 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 <i>I</i> 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.

CONCEPT:

GLE / BENCHMARK

GLE / COMPONENT W.1.

W.1.A.

Research

**Reading Literary Text** 

STANDARD		
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.B.	Point of View
INDICATOR / PROFICIENCY	9- 10.RL.2.B.	Analyze how points of view is reflected in the characters, setting, and plot.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.C.	Craft and Meaning
INDICATOR / PROFICIENCY	9- 10.RL.2.C.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	9- 10.RL.2.D.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	9- 10.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing

Approaching the Task as a Researcher

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
	SL.1.	Collaborating
CONCEPT: GLE / BENCHMARK		

INDICATOR / Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and **PROFICIENCY** 10.SL.1.A. individual roles as needed. UNIT 9: RESPONSE TO LITERATURE Week 22 Page 249-276 Missouri Learning Standards Language Arts Grade 10 - Adopted: 2016 STRAND: BIG **Reading Literary Text** IDEA / **STANDARD** CONCEPT: RL.1. Comprehend and Interpret Texts (Approaching Texts as a Reader) GLE / **BENCHMARK** GLE / RL.1.B. **Word Meanings** COMPONENT INDICATOR / 9-Determine the meaning of words and phrases as they are used in the text, including figurative and connotative **PROFICIENCY** 10.RL.1.B. meanings using context, affixes, or reference materials. STRAND: BIG **Reading Literary Text** IDEA / **STANDARD** CONCEPT: **RL.1.** Comprehend and Interpret Texts (Approaching Texts as a Reader) GLE / **BENCHMARK** GLE / RL.1.D. Summarize/Theme COMPONENT INDICATOR / 9-Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and **PROFICIENCY** 10.RL.1.D. relate the themes to life experiences; provide an objective and concise summary of the text. STRAND: BIG **Reading Literary Text** IDEA / **STANDARD** CONCEPT: Analyze Craft and Structure (Approaching Texts as a Writer) RL.2. GLE / **BENCHMARK** RL.2.A. Structure GLE / COMPONENT INDICATOR / Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the 9-**PROFICIENCY** 10.RL.2.A. reader. STRAND: BIG **Reading Literary Text** IDEA / **STANDARD** CONCEPT: RL.2. Analyze Craft and Structure (Approaching Texts as a Writer) GLE / **BENCHMARK** Point of View RL.2.B. GLE /

Analyze how points of view is reflected in the characters, setting, and plot.

COMPONENT

INDICATOR /

**PROFICIENCY** 

9-

10.RL.2.B.

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

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.

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 23 Page 277-280

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 /	9-	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.

PROFICIENCY 10.RL.2.C.

#### **Reading Literary Text**

STANDARD		
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

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

**Speaking and Listening** 

CONCEPT: GLE / BENCHMARK	SL.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 24 Page 281-281

Missouri Learning Standards
Language Arts
Grade 10 - Adopted: 2016

STRAND: BIG IDEA / STANDARD

Writing

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

STRAND: BIG IDEA / STANDARD

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.