

Main Criteria: Structure and Style for Students Year 3 Level B

Secondary Criteria: Missouri Learning Standards

Subject: Language Arts

Grade: 8

Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

Missouri Learning Standards

Language Arts

Grade 8 - 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

8.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

8.RL.3.D.

Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

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

8.W.3.A.

Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR

8.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.

STRAND: BIG IDEA / STANDARD

Speaking and Listening

CONCEPT: GLE
/ BENCHMARK

SL.1.

Collaborating

GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Poetry Week 20, p. 209-214

Missouri Learning Standards

Language Arts

Grade 8 - 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	8.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.
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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	8.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
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STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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STRAND: BIG IDEA / STANDARD

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Poetry Week 21, p. 215-220

Missouri Learning Standards

Language Arts

Grade 8 - 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	8.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.
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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	8.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
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STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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STRAND: BIG IDEA / STANDARD

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Missouri Learning Standards

Language Arts

Grade 8 - 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

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

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

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

INDICATOR /
PROFICIENCY

8.RL.2.C. Analyze how specific word choices and sentence structures contribute to meaning and tone.

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

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

INDICATOR /
PROFICIENCY

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

**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	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR

8.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.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Response to Literature Week 23, p. 227-236

Missouri Learning Standards**Language Arts**

Grade 8 - 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	8.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.
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**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	8.RL.2.C.	Analyze how specific word choices and sentence structures contribute to meaning and tone.
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**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	8.RL.2.D.	Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.
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**STRAND: BIG
IDEA /
STANDARD****Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
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GLE / COMPONENT	RL.3.B.	Relationships in Texts
INDICATOR / PROFICIENCY	8.RL.3.B.	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
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	8.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	8.W.1.A.a	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	8.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.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	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Timed Essay Week 24, p. 237-238

Missouri Learning Standards

Language Arts

Grade 8 - 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	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR 8.W.2.A.b Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.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	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

Unit 1: Note Making and Outlines Week 01, p. 9-16

Missouri Learning Standards

Language Arts

Grade 8 - 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

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

INDICATOR /
PROFICIENCY

8.RI.3.D.

Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR /
PROFICIENCY

8.SL.1.A.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery

INDICATOR / PROFICIENCY	8.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.
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Unit 2: Writing from Notes Week 02, p. 17-32**Missouri Learning Standards****Language Arts****Grade 8 - 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	8.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
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**STRAND: BIG
IDEA /
STANDARD****Reading Informational Text**

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

INDICATOR / PROFICIENCY	8.RI.3.D.	Read and comprehend informational text independently and proficiently.
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**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.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	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 3: Retelling Narrative Stories Week 03, p. 33-42**Missouri Learning Standards****Language Arts****Grade 8 - 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	8.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.D.	Interaction and Meaning

INDICATOR / PROFICIENCY

8.RL.2.D.

Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

STRAND: BIG IDEA / STANDARD

Reading Literary Text

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

INDICATOR / PROFICIENCY

8.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	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

8.W.2.A.a .

Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

INDICATOR

8.W.2.A.b .

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

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR

8.W.3.A.a .

Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR

8.W.3.A.b .

Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

INDICATOR

8.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	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 3: Retelling Narrative Stories Week 04, p. 43-48

Missouri Learning Standards

Language Arts

Grade 8 - 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 8.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.D.	Interaction and Meaning

INDICATOR / PROFICIENCY 8.RL.2.D. Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

STRAND: BIG IDEA / STANDARD

Reading Literary Text

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

INDICATOR / PROFICIENCY 8.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	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
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INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
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INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
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**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Missouri Learning Standards

Language Arts

Grade 8 - 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 8.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.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY 8.RI.3.D. Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR 8.W.2.A.b . Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

STRAND: BIG IDEA / STANDARD Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR 8.W.3.A.a . Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.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	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 4: Summarizing a Reference Week 06, p. 61-72

Missouri Learning Standards

Language Arts

Grade 8 - 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 8.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.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY 8.RI.3.D. Read and comprehend informational text independently and proficiently.

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
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GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
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INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
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INDICATOR	8.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
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**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Unit 5: Writing from Pictures Week 07, p. 73-82

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
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GLE / COMPONENT	RL.1.C.	Text Features
INDICATOR / PROFICIENCY	8.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.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	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Unit 5: Writing from Pictures Week 08, p. 83-92

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Literary Text

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

INDICATOR / PROFICIENCY

8.RL.1.C.

Interpret visual elements of a text and draw conclusions from them (when applicable).

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

8.W.2.A.a

Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

INDICATOR

8.W.2.A.b

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR

8.W.3.A.a

Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.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	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
STRAND: BIG IDEA / STANDARD		
Speaking and Listening		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 6: Summarizing Multiple References Week 09, p. 93-110

Missouri Learning Standards

Language Arts

Grade 8 - 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 8.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.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension

INDICATOR / PROFICIENCY 8.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
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GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	8.W.1.A.a .	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	8.W.1.A.b .	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.b .	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	8.W.3.A.a .	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b .	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.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	8.W.3.A.d .	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Unit 6: Summarizing Multiple References Week 10, p. 111-118

Missouri Learning Standards

Language Arts

Grade 8 - 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

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

INDICATOR /
PROFICIENCY

8.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

8.W.1.A.a .

Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR /
PROFICIENCY

8.W.1.A.b .

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
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INDICATOR 8.W.2.A.b . Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR 8.W.3.A.a . Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR 8.W.3.A.b . Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

INDICATOR 8.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 8.W.3.A.d . Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY 8.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 7: Inventive Writing Week 11, p. 119-126

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR / PROFICIENCY	8.W.1.A.a	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	8.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.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	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Missouri Learning Standards

Language Arts

Grade 8 - 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

8.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.3.****Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)****GLE /
COMPONENT****RI.3.D.****Comprehension**INDICATOR /
PROFICIENCY

8.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 /
PROFICIENCY8.W.1.A.a
.

Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR /
PROFICIENCY8.W.1.A.b
.

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

**STRAND: BIG
IDEA /
STANDARD****Writing****CONCEPT: GLE
/ BENCHMARK****W.2.****Approaching the Task as a Writer****GLE /
COMPONENT****W.2.A.****Development**INDICATOR /
PROFICIENCY

8.W.2.A.

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.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	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

STRAND: BIG IDEA / STANDARD

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 7: Inventive Writing Week 13, p. 135-138

Missouri Learning Standards

Language Arts

Grade 8 - 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	8.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

8.RL.3.D.

Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

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

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR /
PROFICIENCY

8.SL.1.A.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 8: Formal Essay Models Week 14, p. 139-146

Missouri Learning Standards**Language Arts**

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD****Writing**

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

INDICATOR /
PROFICIENCY8.W.1.A.a
.

Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

INDICATOR /
PROFICIENCY8.W.1.A.b
.

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

**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	8.W.2.A.b .	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	8.W.3.A.a .	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
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INDICATOR	8.W.3.A.b .	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
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INDICATOR	8.W.3.A.c .	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	8.W.3.A.d .	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
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STRAND: BIG IDEA / STANDARD		Speaking and Listening
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CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Unit 8: Formal Essay Models Week 15, p. 147-172

Missouri Learning Standards

Language Arts

Grade 8 - Adopted: 2016

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

INDICATOR / PROFICIENCY	8.RL.2.D.	Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.
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**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

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

INDICATOR / PROFICIENCY	8.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
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**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

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

INDICATOR / PROFICIENCY	8.RI.3.D.	Read and comprehend informational text independently and proficiently.
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**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR / PROFICIENCY	8.W.1.A.a .	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	8.W.1.A.b .	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
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INDICATOR	8.W.2.A.b .	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
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GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	8.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.
INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.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	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	8.W.1.A.a	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	8.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR 8.W.2.A.b . Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR 8.W.3.A.a . Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR 8.W.3.A.b . Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

INDICATOR 8.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 8.W.3.A.d . Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY 8.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 8: Formal Essay Models Week 17, p. 177-182

Missouri Learning Standards

Language Arts

Grade 8 - 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	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR 8.W.2.A.b . Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR 8.W.3.A.a . Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR 8.W.3.A.b . Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

INDICATOR 8.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 8.W.3.A.d . Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations

INDICATOR / PROFICIENCY 8.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 9: Formal Critique Week 18, p. 183-198

Missouri Learning Standards

Language Arts

Grade 8 - 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

8.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.D.	Interaction and Meaning

INDICATOR / PROFICIENCY

8.RL.2.D.

Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.

STRAND: BIG IDEA / STANDARD

Reading Literary Text

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

INDICATOR / PROFICIENCY

8.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	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR

8.W.2.A.b

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

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT : GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	8.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR

8.W.3.A.a

Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.

INDICATOR	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
INDICATOR	8.W.3.A.d	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
STRAND: BIG IDEA / STANDARD Speaking and Listening		
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.