

# Main Criteria: University-Ready Writing

## Secondary Criteria: Missouri Learning Standards

### Subject: Language Arts

Grade: 11

## University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

## Missouri Learning Standards

### Language Arts

Grade 11 - 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 11-12.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.D.	Summarize/Claim

INDICATOR / PROFICIENCY 11-12.RI.1.D. Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

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

INDICATOR / PROFICIENCY 11-12.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	11-12.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.
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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	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11-12.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
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INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
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INDICATOR	11-12.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	11-12.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	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

**Missouri Learning Standards**

**Language Arts**

**Grade 11 - 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.B.	Word Meanings
INDICATOR / PROFICIENCY	11-12.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.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Literary Text</b>	
CONCEPT: GLE / BENCHMARK	RL.3.	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
GLE / COMPONENT	RL.3.D.	<b>Comprehension</b>
INDICATOR / PROFICIENCY	11-12.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.1.	<b>Approaching the Task as a Researcher</b>
GLE / COMPONENT	W.1.A.	<b>Research</b>
INDICATOR / PROFICIENCY	11-12.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	11-12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.2.	<b>Approaching the Task as a Writer</b>
GLE / COMPONENT	W.2.A.	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.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.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.3.	<b>Approaching the Task as a Reader</b>
GLE / COMPONENT	W.3.A.	<b>Revise and Edit</b>
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11- 12.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11- 12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11- 12.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	11- 12.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.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.A.	<b>Conversations</b>

INDICATOR / PROFICIENCY	11- 12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.B.	<b>Questioning</b>

INDICATOR / PROFICIENCY	11- 12.SL.1.B.	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

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

INDICATOR / PROFICIENCY	11- 12.SL.2.A.	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
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Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

# Missouri Learning Standards

## Language Arts

Grade 11 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

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

INDICATOR / PROFICIENCY 11-12.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**

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

INDICATOR / PROFICIENCY 11-12.RI.1.D. Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

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

INDICATOR / PROFICIENCY 11-12.RI.3.D. Read and comprehend informational text independently and proficiently.

**STRAND: BIG IDEA / STANDARD**

**Writing**

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

INDICATOR / PROFICIENCY 11-12.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**

<b>CONCEPT: GLE / BENCHMARK</b>	W.3.	Approaching the Task as a Reader
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<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>11-12.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	11-12.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.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	11-12.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**

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

INDICATOR / PROFICIENCY 11-12.SL.1.A. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.B.</b>	<b>Questioning</b>

INDICATOR / PROFICIENCY 11-12.SL.1.B. Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

**Missouri Learning Standards**

**Language Arts**

**Grade 11 - 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	11-12.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	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11-12.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.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	11-12.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	<b>Speaking and Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
STRAND: BIG IDEA / STANDARD	<b>Speaking and Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.B.	Questioning

INDICATOR / PROFICIENCY	11-12.SL.1.B.	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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Week 05: Practice Note Taking; Tools of Invention, p. 35-40

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>	<b>Writing</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	W.2.	<b>Approaching the Task as a Writer</b>
<b>GLE / COMPONENT</b>	W.2.A.	<b>Development</b>
INDICATOR / PROFICIENCY	11-12.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.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Writing</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	W.3.	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	W.3.A.	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	11-12.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	11-12.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11-12.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	11-12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking and Listening</b>	

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

**INDICATOR / PROFICIENCY** 11-12.SL.1.A. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.B.</b>	<b>Questioning</b>

**INDICATOR / PROFICIENCY** 11-12.SL.1.B. Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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

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

**INDICATOR / PROFICIENCY** 11-12.SL.2.A. Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

**Missouri Learning Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

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

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

**INDICATOR / PROFICIENCY** 11-12.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	11-12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**STRAND: BIG IDEA / STANDARD**

**Writing**

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

INDICATOR / PROFICIENCY	11-12.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.
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**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.3.	<b>Approaching the Task as a Reader</b>
GLE / COMPONENT	W.3.A.	<b>Revise and Edit</b>
INDICATOR / PROFICIENCY	11-12.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	11-12.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.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.A.	<b>Conversations</b>

INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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Week 07: Practice Note Taking; Inventive Writing, p. 53-60

**Missouri Learning Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.1.	<b>Approaching the Task as a Researcher</b>
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GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	11- 12.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	11- 12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	11- 12.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.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Writing</b>
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	11- 12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	11- 12.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11- 12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11- 12.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	11- 12.W.3.A. d.	Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
<b>STRAND: BIG IDEA / STANDARD</b>		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating

GLE / COMPONENT	SL.1.A.	Conversations
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INDICATOR / PROFICIENCY	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.B.	Questioning

INDICATOR / PROFICIENCY	11-12.SL.1.B.	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

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

INDICATOR / PROFICIENCY	11-12.SL.2.A.	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
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Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

## Missouri Learning Standards

### Language Arts

Grade 11 - 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	11-12.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.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim

INDICATOR / PROFICIENCY	11-12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
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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	11-12.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	11-12.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.
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INDICATOR / PROFICIENCY	11-12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source 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	11-12.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.
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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	11-12.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	11- 12.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
INDICATOR	11- 12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
INDICATOR	11- 12.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	11- 12.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.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.A.	<b>Conversations</b>

INDICATOR / PROFICIENCY 11-  
12.SL.1.A. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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

CONCEPT: GLE / BENCHMARK	SL.1.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.B.	<b>Questioning</b>

INDICATOR / PROFICIENCY 11-  
12.SL.1.B. Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84

**Missouri Learning Standards**

**Language Arts**

**Grade 11 - Adopted: 2016**

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

CONCEPT: GLE / BENCHMARK	W.1.	<b>Approaching the Task as a Researcher</b>
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GLE / COMPONENT	W.1.A.	Research
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INDICATOR / PROFICIENCY	11-12.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	11-12.W.1.A.b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source 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	11-12.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.
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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	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.B.	Questioning

INDICATOR / PROFICIENCY	11-12.SL.1.B.	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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Week 10: Thesis Statement; Abstract, p. 84-98

**Missouri Learning Standards**

**Language Arts**

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

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

<b>INDICATOR / PROFICIENCY</b>	11- 12.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.
<b>INDICATOR / PROFICIENCY</b>	11- 12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

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

<b>INDICATOR / PROFICIENCY</b>	11- 12.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.
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**STRAND: BIG IDEA / STANDARD****Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	11- 12.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

<b>INDICATOR</b>	11- 12.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
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<b>INDICATOR</b>	11- 12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
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<b>INDICATOR</b>	11- 12.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	11-12.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	11-12.SL.1.A.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**STRAND: BIG IDEA / STANDARD** **Speaking and Listening**

CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.B.	Questioning

INDICATOR / PROFICIENCY	11-12.SL.1.B.	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

**Missouri Learning Standards**

**Language Arts**

**Grade 11 - 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	11-12.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.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.D.	Summarize/Theme

INDICATOR / PROFICIENCY	11- 12.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 human nature and the world; provide an objective and concise summary of the text.
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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	11- 12.RL.2.C.	Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.
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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	11- 12.RL.2.D.	Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
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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	11- 12.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.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research

INDICATOR / PROFICIENCY	11- 12.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.
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INDICATOR / PROFICIENCY	11- 12.W.1.A. b.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**STRAND: BIG IDEA / STANDARD****Writing**

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

<b>INDICATOR / PROFICIENCY</b>	<b>11-12.W.2.A.</b>	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.
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**STRAND: BIG IDEA / STANDARD****Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>W.3.</b>	<b>Approaching the Task as a Reader</b>
<b>GLE / COMPONENT</b>	<b>W.3.A.</b>	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	<b>11-12.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

<b>INDICATOR</b>	<b>11-12.W.3.A.</b> 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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
<b>INDICATOR</b>	<b>11-12.W.3.A.</b> b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
<b>INDICATOR</b>	<b>11-12.W.3.A.</b> c.	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

<b>INDICATOR</b>	<b>11-12.W.3.A.</b> 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**

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

<b>INDICATOR / PROFICIENCY</b>	<b>11-12.SL.1.A.</b>	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**STRAND: BIG IDEA / STANDARD****Speaking and Listening**

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
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GLE / COMPONENT	SL.1.B.	Questioning
INDICATOR / PROFICIENCY	11-12.SL.1.B.	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

## Missouri Learning Standards

### Language Arts

Grade 11 - Adopted: 2016

**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

11-12.RL.2.C.

Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.

**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.B.	Relationships in Texts

INDICATOR / PROFICIENCY

11-12.RL.3.B.

Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.

**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

11-12.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.D.	Summarize/Claim

INDICATOR / PROFICIENCY	11-12.RI.1.D.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
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**STRAND: BIG IDEA / STANDARD** **Reading Informational Text**

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

INDICATOR / PROFICIENCY	11-12.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.	<b>Approaching the Task as a Writer</b>
GLE / COMPONENT	W.2.A.	<b>Development</b>

INDICATOR / PROFICIENCY	11-12.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.
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**STRAND: BIG IDEA / STANDARD** **Writing**

CONCEPT: GLE / BENCHMARK	W.3.	<b>Approaching the Task as a Reader</b>
GLE / COMPONENT	W.3.A.	<b>Revise and Edit</b>
INDICATOR / PROFICIENCY	11-12.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	11-12.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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
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INDICATOR	11-12.W.3.A. b.	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
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INDICATOR	11-12.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	11-12.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**

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

INDICATOR / PROFICIENCY 11-12.SL.1.A. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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

<b>CONCEPT: GLE / BENCHMARK</b>	<b>SL.1.</b>	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	<b>SL.1.B.</b>	<b>Questioning</b>

INDICATOR / PROFICIENCY 11-12.SL.1.B. Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.