

# Main Criteria: U.S. History-Based Writing Lessons

## Secondary Criteria: Missouri Learning Standards

### Subject: Language Arts

Grades: 6, 7, 8

## U.S. History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

## Missouri Learning Standards

### Language Arts

Grade 6 - 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

6.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

6.RI.1.D.

Explain the central/main idea(s) of a text and cite evidence of its development; summarize 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

6.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	6.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	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
STRAND: BIG IDEA / STANDARD	<b>Speaking and Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	6.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	<b>Speaking and Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	6.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
<b>Missouri Learning Standards</b>		
<b>Language Arts</b>		
<b>Grade 7 - Adopted: 2016</b>		
STRAND: BIG IDEA / STANDARD	<b>Reading Informational Text</b>	
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings

INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
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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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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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	7.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	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
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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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD	Speaking and Listening	
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	7.SL.2.A.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.

## 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.
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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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**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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Lesson 02: Unit 2 Writing from Notes, p. 17-26

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.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	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize 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	6.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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.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.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016**

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

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

INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
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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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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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	7.RI.3.D.	Read and comprehend informational text independently and proficiently.
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**STRAND: BIG IDEA / STANDARD****Writing**

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

<b>INDICATOR / PROFICIENCY</b>	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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<b>INDICATOR / PROFICIENCY</b>	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND: BIG IDEA / STANDARD****Writing**

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

<b>INDICATOR</b>	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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**STRAND: BIG IDEA / STANDARD****Writing**

<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>	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

<b>INDICATOR</b>	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
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<b>INDICATOR</b>	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
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<b>INDICATOR</b>	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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<b>INDICATOR</b>	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

## 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
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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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Lesson 03: Unit 2 Writing from Notes, p. 27-32

## Missouri Learning Standards

### Language Arts

Grade 6 - 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
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INDICATOR / PROFICIENCY 6.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 6.RI.1.D. Explain the central/main idea(s) of a text and cite evidence of its development; summarize 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 6.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 6.W.1.A.a Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR / PROFICIENCY 6.W.1.A.b Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.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 6.W.2.A.b Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
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GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Informational Text</b>	
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	7.RI.3.D.	Read and comprehend informational text 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	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<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	7.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; develop writing with narrative, expository, and argumentative techniques.</b>
INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
<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	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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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
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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.	<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; develop writing with narrative, expository, and argumentative techniques.</b>
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.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
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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**Lesson 04: Unit 2 Writing from Notes, p. 33-40**

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.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	6.RI.1.D.
	Explain the central/main idea(s) of a text and cite evidence of its development; summarize 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	6.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	6.W.1.A.a
	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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; develop writing with narrative, expository, and argumentative techniques.</b>

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	6.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.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.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	6.W.3.A.d	Use 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	6.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**

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

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

INDICATOR / PROFICIENCY

7.RI.1.B.

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

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

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

INDICATOR / PROFICIENCY

7.RI.1.D.

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

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

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

INDICATOR / PROFICIENCY

7.RI.3.D.

Read and comprehend informational text independently and proficiently.

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

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

INDICATOR / PROFICIENCY

7.W.1.A.a

Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY

7.W.1.A.b

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

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

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

INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
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INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.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.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking and Listening</b>	
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.

**Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50**

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Literary Text</b>	
CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	6.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.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Literary Text</b>	
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)

GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<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	6.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; develop writing with narrative, expository, and argumentative techniques.</b>
INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<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	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

INDICATOR	6.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	6.W.3.A.d	Use 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.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.A.	<b>Conversations</b>

INDICATOR / PROFICIENCY 6.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 7 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Literary Text</b>	
CONCEPT: GLE / BENCHMARK	RL.1.	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
GLE / COMPONENT	RL.1.B.	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	7.RL.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Literary Text</b>	
CONCEPT: GLE / BENCHMARK	RL.2.	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b>
GLE / COMPONENT	RL.2.D.	<b>Interaction and Meaning</b>
INDICATOR / PROFICIENCY	7.RL.2.D. Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	
<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	7.RL.3.D. Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	

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

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

<b>INDICATOR / PROFICIENCY</b>	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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<b>INDICATOR / PROFICIENCY</b>	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND: BIG IDEA / STANDARD****Writing**

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

<b>INDICATOR</b>	7.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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<b>INDICATOR</b>	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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**STRAND: BIG IDEA / STANDARD****Writing**

<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>	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

<b>INDICATOR</b>	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
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<b>INDICATOR</b>	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
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<b>INDICATOR</b>	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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<b>INDICATOR</b>	7.W.3.A.d	Use effective 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>	SL.1.	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	SL.1.A.	<b>Conversations</b>

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

**Missouri Learning Standards****Language Arts****Grade 8 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Reading Literary Text**

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

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**

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

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**

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

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

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

<b>CONCEPT: GLE / BENCHMARK</b>	W.1.	<b>Approaching the Task as a Researcher</b>
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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.	<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; develop writing with narrative, expository, and argumentative techniques.</b>
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.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
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
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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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Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.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.D.	Interaction and Meaning

INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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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	6.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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**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	6.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; develop writing with narrative, expository, and argumentative techniques.</b>

INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	6.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.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

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

INDICATOR / PROFICIENCY	7.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
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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	7.RL.2.D.	Analyze how the setting, characters, and plot of a text affect each other 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)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY	7.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	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND: BIG IDEA / STANDARD****Writing**

<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>
<b>INDICATOR / PROFICIENCY</b>	7.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; develop writing with narrative, expository, and argumentative techniques.</b>
INDICATOR	7.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

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

<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>	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

<b>CONCEPT: GLE / BENCHMARK</b>	SL.1.	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	SL.1.A.	<b>Conversations</b>
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**Missouri Learning Standards****Language Arts**

**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.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

<b>INDICATOR / PROFICIENCY</b>	8.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; develop writing with narrative, expository, and argumentative techniques.</b>
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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**

<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>	8.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

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**

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

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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Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.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	<b>Reading Literary Text</b>	
CONCEPT: GLE / BENCHMARK	RL.2.	Analyze Craft and Structure (Approaching Texts as a Writer)
GLE / COMPONENT	RL.2.D.	Interaction and Meaning
INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STRAND: BIG IDEA / STANDARD	<b>Reading Literary Text</b>	
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.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	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	6.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.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

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

INDICATOR / PROFICIENCY	7.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
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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 7.RL.2.D. Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

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

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

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

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

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

INDICATOR / PROFICIENCY 7.W.1.A.a Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY 7.W.1.A.b Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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

INDICATOR / PROFICIENCY 7.W.2.A. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR 7.W.2.A.a Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

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

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**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)
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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.
<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	8.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	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.
<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	8.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; develop writing with narrative, expository, and argumentative techniques.</b>
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.
<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>

<b>INDICATOR / PROFICIENCY</b>	<b>8.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
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**

<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>8.SL.1.A.</b>	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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Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

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

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

<b>INDICATOR / PROFICIENCY</b>	<b>6.RL.1.B.</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**

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

<b>INDICATOR / PROFICIENCY</b>	<b>6.RL.2.D.</b>	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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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	6.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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016

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

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

INDICATOR / PROFICIENCY	7.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
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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	7.RL.2.D.	Analyze how the setting, characters, and plot of a text affect each other 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.D.	Comprehension
INDICATOR / PROFICIENCY	7.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	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<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	7.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; develop writing with narrative, expository, and argumentative techniques.</b>
INDICATOR	7.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
<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	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective 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.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.A.	<b>Conversations</b>

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

## Missouri Learning Standards

### Language Arts

Grade 8 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Literary Text</b>	
CONCEPT: GLE / BENCHMARK	RL.1.	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
GLE / COMPONENT	RL.1.B.	<b>Word Meanings</b>
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.	
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Literary Text</b>	
CONCEPT: GLE / BENCHMARK	RL.2.	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b>
GLE / COMPONENT	RL.2.D.	<b>Interaction and Meaning</b>
INDICATOR / PROFICIENCY	8.RL.2.D. Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.	
<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	8.RL.3.D. Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	

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

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

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**

<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>
<b>INDICATOR / PROFICIENCY</b>	8.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; develop writing with narrative, expository, and argumentative techniques.</b>

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**

<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>	8.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

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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**Lesson 09: Unit 4 Summarizing a Reference, p. 81-88****Missouri Learning Standards****Language Arts****Grade 6 - 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	6.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	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize 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	6.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
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GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<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	6.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; develop writing with narrative, expository, and argumentative techniques.</b>
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<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	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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
INDICATOR / PROFICIENCY	6.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 7 - Adopted: 2016

### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

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

#### INDICATOR / PROFICIENCY

7.RI.1.B.

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

### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

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

#### INDICATOR / PROFICIENCY

7.RI.1.D.

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

### STRAND: BIG IDEA / STANDARD

#### Reading Informational Text

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

#### INDICATOR / PROFICIENCY

7.RI.3.D.

Read and comprehend informational text independently and proficiently.

### STRAND: BIG IDEA / STANDARD

#### Writing

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

#### INDICATOR / PROFICIENCY

7.W.1.A.a

Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

#### INDICATOR / PROFICIENCY

7.W.1.A.b

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

### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
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INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
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INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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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.

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.
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Lesson 10: Unit 4 Summarizing a Reference, p. 89-100

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.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	6.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
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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)
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GLE / COMPONENT	RI.1.B.	Word Meanings
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INDICATOR / PROFICIENCY 6.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 6.RI.1.D. Explain the central/main idea(s) of a text and cite evidence of its development; summarize 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 6.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 6.W.1.A.a Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR / PROFICIENCY 6.W.1.A.b Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.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 6.W.2.A.b Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Reading Literary Text**

CONCEPT: GLE / BENCHMARK	RL.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RL.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RL.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

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

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

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

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

INDICATOR / PROFICIENCY 7.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

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

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

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

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

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

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

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

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

INDICATOR / PROFICIENCY 7.W.1.A.a Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY 7.W.1.A.b Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

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

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

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

INDICATOR 7.W.3.A.a Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

INDICATOR 7.W.3.A.b Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

INDICATOR 7.W.3.A.c Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

INDICATOR 7.W.3.A.d Use effective 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 7.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**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**

**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
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<b>GLE / COMPONENT</b>	W.2.A.	<b>Development</b>
<b>INDICATOR / PROFICIENCY</b>	8.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; develop writing with narrative, expository, and argumentative techniques.</b>

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**

<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>	8.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

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**

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

<b>INDICATOR / PROFICIENCY</b>	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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Lesson 11: Unit 4 Summarizing a Reference, p. 101-108

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD**

**Reading Informational Text**

<b>CONCEPT: GLE / BENCHMARK</b>	RI.1.	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
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GLE / COMPONENT	RI.1.B.	Word Meanings
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INDICATOR / PROFICIENCY 6.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 6.RI.1.D. Explain the central/main idea(s) of a text and cite evidence of its development; summarize 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 6.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 6.W.1.A.a Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR / PROFICIENCY 6.W.1.A.b Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.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 6.W.2.A.b Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Reading Informational Text**

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

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

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
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GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Informational Text</b>	
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	7.RI.3.D.	Read and comprehend informational text 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	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<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	7.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; develop writing with narrative, expository, and argumentative techniques.</b>
INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
<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	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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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
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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.	<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; develop writing with narrative, expository, and argumentative techniques.</b>
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.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
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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**Lesson 12: Unit 4 Summarizing a Reference, p. 109-120**

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.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	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize 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	6.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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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; develop writing with narrative, expository, and argumentative techniques.</b>

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	6.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.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.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	6.W.3.A.d	Use 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	6.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**

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

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

INDICATOR / PROFICIENCY 7.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

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

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

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

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

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

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

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

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

INDICATOR / PROFICIENCY 7.W.1.A.a Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY 7.W.1.A.b Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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

INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
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INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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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.

**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.
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**Lesson 13: Unit 5 Writing from Pictures, p. 121-130**

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
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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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016**

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

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

INDICATOR / PROFICIENCY	7.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
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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	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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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	7.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; develop writing with narrative, expository, and argumentative techniques.</b>

INDICATOR	7.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
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INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.C.	Text Features

INDICATOR / PROFICIENCY	8.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
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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**

<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>
<b>INDICATOR / PROFICIENCY</b>	8.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; develop writing with narrative, expository, and argumentative techniques.</b>

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**

<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>	8.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

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**

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

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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Lesson 14: Unit 5 Writing from Pictures, p. 131-140

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
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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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016

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

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

INDICATOR / PROFICIENCY	7.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
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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	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND: BIG IDEA / STANDARD****Writing**

<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>
<b>INDICATOR / PROFICIENCY</b>	7.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; develop writing with narrative, expository, and argumentative techniques.</b>
INDICATOR	7.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

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

<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>	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

<b>CONCEPT: GLE / BENCHMARK</b>	SL.1.	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	SL.1.A.	<b>Conversations</b>
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**Missouri Learning Standards****Language Arts**

**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).
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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.

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.
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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Lesson 15: Unit 5 Writing from Pictures, p. 141-148

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
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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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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; develop writing with narrative, expository, and argumentative techniques.</b>

INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	6.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.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

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

<b>INDICATOR / PROFICIENCY</b>	7.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
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**STRAND: BIG IDEA / STANDARD**

**Writing**

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

<b>INDICATOR / PROFICIENCY</b>	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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<b>INDICATOR / PROFICIENCY</b>	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND: BIG IDEA / STANDARD**

**Writing**

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

<b>INDICATOR</b>	7.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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<b>INDICATOR</b>	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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**STRAND: BIG IDEA / STANDARD**

**Writing**

<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>	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

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

INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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## Missouri Learning Standards

### Language Arts

Grade 8 - Adopted: 2016

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

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

INDICATOR / PROFICIENCY	8.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).
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**STRAND: BIG IDEA / STANDARD** **Writing**

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

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.	<b>Approaching the Task as a Writer</b>
GLE / COMPONENT	W.2.A.	<b>Development</b>
INDICATOR / PROFICIENCY	8.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; develop writing with narrative, expository, and argumentative techniques.</b>
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		<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	8.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
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		<b>Speaking and Listening</b>
CONCEPT: GLE / BENCHMARK	SL.1.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.A.	<b>Conversations</b>
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.

Lesson 16: Unit 6 Summarizing Multiple References, p. 149-158

## Language Arts

Grade 6 - 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 6.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 6.RI.1.D. Explain the central/main idea(s) of a text and cite evidence of its development; summarize 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 6.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 6.W.1.A.a Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR / PROFICIENCY 6.W.1.A.b Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
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<b>GLE / COMPONENT</b>	W.2.A.	<b>Development</b>
<b>INDICATOR / PROFICIENCY</b>	6.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; develop writing with narrative, expository, and argumentative techniques.</b>

INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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**STRAND: BIG IDEA / STANDARD**      **Writing**

<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>	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

<b>CONCEPT: GLE / BENCHMARK</b>	SL.1.	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	SL.1.A.	<b>Conversations</b>
<b>INDICATOR / PROFICIENCY</b>	6.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 7 - Adopted: 2016**

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

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

INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
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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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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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	7.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	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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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	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

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

<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>	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

<b>CONCEPT: GLE / BENCHMARK</b>	SL.1.	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	SL.1.A.	<b>Conversations</b>
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**Missouri Learning Standards****Language Arts****Grade 8 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Reading Informational Text**

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

<b>CONCEPT: GLE / BENCHMARK</b>	RI.3.	<b>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>
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GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	8.RI.3.D.	Read and comprehend informational text 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	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.
<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	8.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; develop writing with narrative, expository, and argumentative techniques.</b>
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.
<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	8.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
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.
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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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Lesson 17: Unit 6 Summarizing Multiple References, p. 159-174

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.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	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize 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	6.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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.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	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.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.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

**Reading Informational Text**

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

INDICATOR / PROFICIENCY 7.RI.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

**Reading Informational Text**

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

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

#### STRAND: BIG IDEA / STANDARD

**Reading Informational Text**

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

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

#### STRAND: BIG IDEA / STANDARD

**Writing**

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

INDICATOR / PROFICIENCY 7.W.1.A.a. Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<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.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
<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.	Revise and Edit
INDICATOR / PROFICIENCY	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective 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.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

## Missouri Learning Standards

### Language Arts

**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.

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
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<b>GLE / COMPONENT</b>	W.3.A.	<b>Revise and Edit</b>
<b>INDICATOR / PROFICIENCY</b>	8.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
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**

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

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.

Lesson 18: Unit 6 Summarizing Multiple References, p. 175-184

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

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

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

INDICATOR / PROFICIENCY 6.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.	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
<b>GLE / COMPONENT</b>	RI.1.D.	<b>Summarize/Claim</b>

INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize 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	6.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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.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.

INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016**

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

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

INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
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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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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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	7.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	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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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	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
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INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
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INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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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.

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.

Lesson 19: Unit 6 Summarizing Multiple References, p. 185-196

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.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	<b>Reading Informational Text</b>	
CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.D.	Summarize/Claim
INDICATOR / PROFICIENCY	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
STRAND: BIG IDEA / STANDARD	<b>Reading Informational Text</b>	
CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	6.RI.3.D.	Read and comprehend informational text independently and proficiently.
STRAND: BIG IDEA / STANDARD	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.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	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<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	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.A.	<b>Conversations</b>
INDICATOR / PROFICIENCY	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>Missouri Learning Standards</b>		
<b>Language Arts</b>		
<b>Grade 7 - Adopted: 2016</b>		
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Informational Text</b>	
CONCEPT: GLE / BENCHMARK	RI.1.	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
GLE / COMPONENT	RI.1.B.	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Informational Text</b>	

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

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

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

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

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

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

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

INDICATOR / PROFICIENCY 7.W.1.A.a Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY 7.W.1.A.b Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

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

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

CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit

<b>INDICATOR / PROFICIENCY</b>	<b>7.W.3.A.</b>	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective 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 7.SL.1.A. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**Missouri Learning Standards**

**Language Arts**

**Grade 8 - Adopted: 2016**

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

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

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**

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

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	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.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; develop writing with narrative, expository, and argumentative techniques.</b>
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	<b>Writing</b>	
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.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
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	<b>Speaking and Listening</b>	
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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Lesson 20: Unit 7 Inventive Writing, p. 197-204

## Missouri Learning Standards

### Language Arts

Grade 6 - 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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.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.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016**

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

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

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

INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**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
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<b>GLE / COMPONENT</b>	W.2.A.	<b>Development</b>
<b>INDICATOR / PROFICIENCY</b>	8.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; develop writing with narrative, expository, and argumentative techniques.</b>

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**

<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>	8.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
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.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking and Listening</b>	
<b>CONCEPT: GLE / BENCHMARK</b>	SL.1.	<b>Collaborating</b>
<b>GLE / COMPONENT</b>	SL.1.A.	<b>Conversations</b>
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.

Lesson 21: Unit 7 Inventive Writing, p. 205-214

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD**

**Writing**

<b>CONCEPT: GLE / BENCHMARK</b>	W.1.	<b>Approaching the Task as a Researcher</b>
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GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<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	6.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; develop writing with narrative, expository, and argumentative techniques.</b>
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<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	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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
INDICATOR / PROFICIENCY	6.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 7 - Adopted: 2016

### STRAND: BIG IDEA / STANDARD

#### Writing

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

INDICATOR / PROFICIENCY	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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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	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
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INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
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INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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**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.
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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.

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.
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Lesson 22: Unit 7 Inventive Writing, p. 215-222

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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	6.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>Missouri Learning Standards</b>		
<b>Language Arts</b>		
<b>Grade 7 - Adopted: 2016</b>		
STRAND: BIG IDEA / STANDARD	<b>Writing</b>	
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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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	7.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; develop writing with narrative, expository, and argumentative techniques.</b>

INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
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INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
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INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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**Missouri Learning Standards**

**Language Arts**

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

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

<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>
<b>INDICATOR / PROFICIENCY</b>	8.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; develop writing with narrative, expository, and argumentative techniques.</b>
<b>INDICATOR</b>	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**

<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>	8.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
<b>INDICATOR</b>	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.
<b>INDICATOR</b>	8.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.
<b>INDICATOR</b>	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.
<b>INDICATOR</b>	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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Lesson 23: Unit 7 Inventive Writing, p. 223-230

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016**

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

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

INDICATOR / PROFICIENCY	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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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	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
<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	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective 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.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.A.	<b>Conversations</b>
INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>Missouri Learning Standards</b>		
<b>Language Arts</b>		
<b>Grade 8 - Adopted: 2016</b>		
<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	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	<b>Speaking and Listening</b>	
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.

Lesson 24: Unit 7 Inventive Writing, p. 231-240

**Missouri Learning Standards****Language Arts**

Grade 6 - Adopted: 2016

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

<b>CONCEPT: GLE / BENCHMARK</b>	W.1.	<b>Approaching the Task as a Researcher</b>
<b>GLE / COMPONENT</b>	W.1.A.	<b>Research</b>
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<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	6.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; develop writing with narrative, expository, and argumentative techniques.</b>
INDICATOR	6.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<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>
INDICATOR / PROFICIENCY	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016****STRAND: BIG IDEA / STANDARD****Writing**

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

INDICATOR / PROFICIENCY	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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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	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	7.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
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INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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

<b>INDICATOR / PROFICIENCY</b>	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts.

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

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

INDICATOR / PROFICIENCY	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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## Missouri Learning Standards

### Language Arts

Grade 8 - Adopted: 2016

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

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

<b>CONCEPT: GLE / BENCHMARK</b>	W.2.	Approaching the Task as a Writer
<b>GLE / COMPONENT</b>	W.2.A.	Development
<b>INDICATOR / PROFICIENCY</b>	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.
<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	8.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
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.
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Speaking and Listening</b>	
CONCEPT: GLE / BENCHMARK	SL.1.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.A.	<b>Conversations</b>
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.
<b>Lesson 25: Unit 8 Formal Essay Models, p. 241-250</b>		
<b>Missouri Learning Standards</b>		
<b>Language Arts</b>		
<b>Grade 6 - Adopted: 2016</b>		
<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.	Research
INDICATOR / PROFICIENCY	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND: BIG IDEA / STANDARD	Writing	
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.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; develop writing with narrative, expository, and argumentative techniques.</b>
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
STRAND: BIG IDEA / STANDARD	Writing	
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit
INDICATOR / PROFICIENCY	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016**

**STRAND: BIG IDEA / STANDARD**

**Writing**

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

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

INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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**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.
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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.

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

<b>INDICATOR / PROFICIENCY</b>	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**

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

<b>INDICATOR / PROFICIENCY</b>	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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Lesson 26: Unit 8 Formal Essay Models, p. 251-262

## Missouri Learning Standards

### Language Arts

Grade 6 - 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

<b>INDICATOR / PROFICIENCY</b>	6.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**

<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

<b>INDICATOR / PROFICIENCY</b>	6.RI.1.D.	Explain the central/main idea(s) of a text and cite evidence of its development; summarize 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	6.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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.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.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016**

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

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

INDICATOR / PROFICIENCY	7.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
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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	7.RI.1.D.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.
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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	7.RI.3.D.	Read and comprehend informational text independently and proficiently.
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**STRAND: BIG IDEA / STANDARD****Writing**

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

<b>INDICATOR / PROFICIENCY</b>	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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<b>INDICATOR / PROFICIENCY</b>	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND: BIG IDEA / STANDARD****Writing**

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

<b>INDICATOR</b>	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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**STRAND: BIG IDEA / STANDARD****Writing**

<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>	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

<b>INDICATOR</b>	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
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<b>INDICATOR</b>	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
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<b>INDICATOR</b>	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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<b>INDICATOR</b>	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

## 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
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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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Lesson 27: Unit 8 Formal Essay Models, p. 263-268

## Missouri Learning Standards

### Language Arts

Grade 6 - 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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<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	6.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; develop writing with narrative, expository, and argumentative techniques.</b>
INDICATOR	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
<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	6.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
INDICATOR	6.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.
INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
INDICATOR	6.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	6.W.3.A.d	Use 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
INDICATOR / PROFICIENCY	6.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 7 - Adopted: 2016

### STRAND: BIG IDEA / STANDARD

#### Writing

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

INDICATOR / PROFICIENCY	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### STRAND: BIG IDEA / STANDARD

#### Writing

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
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INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
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INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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**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.
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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.

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.
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Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 269-278

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.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.D.	Interaction and Meaning

INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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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	6.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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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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	6.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	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.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.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.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	6.W.3.A.d	Use 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.	<b>Collaborating</b>
GLE / COMPONENT	SL.1.A.	<b>Conversations</b>

INDICATOR / PROFICIENCY 6.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 7 - Adopted: 2016

<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Literary Text</b>	
CONCEPT: GLE / BENCHMARK	RL.1.	<b>Comprehend and Interpret Texts (Approaching Texts as a Reader)</b>
GLE / COMPONENT	RL.1.B.	<b>Word Meanings</b>
INDICATOR / PROFICIENCY	7.RL.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	
<b>STRAND: BIG IDEA / STANDARD</b>	<b>Reading Literary Text</b>	
CONCEPT: GLE / BENCHMARK	RL.2.	<b>Analyze Craft and Structure (Approaching Texts as a Writer)</b>
GLE / COMPONENT	RL.2.D.	<b>Interaction and Meaning</b>
INDICATOR / PROFICIENCY	7.RL.2.D. Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	
<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	7.RL.3.D. Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	

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

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

<b>INDICATOR / PROFICIENCY</b>	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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<b>INDICATOR / PROFICIENCY</b>	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STRAND: BIG IDEA / STANDARD****Writing**

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

<b>INDICATOR</b>	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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**STRAND: BIG IDEA / STANDARD****Writing**

<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>	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

<b>INDICATOR</b>	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
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<b>INDICATOR</b>	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
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<b>INDICATOR</b>	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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<b>INDICATOR</b>	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

## 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.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.
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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	8.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; develop writing with narrative, expository, and argumentative techniques.</b>

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

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

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 6 - 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.D.	Summarize/Theme

INDICATOR / PROFICIENCY 6.RL.1.D. Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.

**STRAND: BIG IDEA / STANDARD**

**Reading Literary Text**

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

INDICATOR / PROFICIENCY 6.RL.2.D. Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**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 6.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 6.W.1.A.a. Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR / PROFICIENCY 6.W.1.A.b. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STRAND: BIG IDEA / STANDARD**

**Writing**

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.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	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.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.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016**

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

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

INDICATOR / PROFICIENCY	7.RL.1.D.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.
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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	7.RL.2.D.	Analyze how the setting, characters, and plot of a text affect each other 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)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR / PROFICIENCY	7.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	7.W.1.A.a	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
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INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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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	7.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.

INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**Missouri Learning Standards****Language Arts****Grade 8 - 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.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)
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GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	8.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	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.
<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	8.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; develop writing with narrative, expository, and argumentative techniques.</b>
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.
<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	8.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>
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.
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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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Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 285-295

**Missouri Learning Standards**

**Language Arts**

**Grade 6 - 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	6.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.D.	Interaction and Meaning

INDICATOR / PROFICIENCY	6.RL.2.D.	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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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	6.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	6.W.1.A.a	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	6.W.1.A.b	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	6.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	6.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
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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	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.

INDICATOR	6.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.
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INDICATOR	6.W.3.A.b	Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
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INDICATOR	6.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	6.W.3.A.d	Use 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	6.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 7 - Adopted: 2016

#### STRAND: BIG IDEA / STANDARD

**Reading Literary Text**

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

INDICATOR / PROFICIENCY 7.RL.1.B. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

#### STRAND: BIG IDEA / STANDARD

**Reading Literary Text**

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

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

#### STRAND: BIG IDEA / STANDARD

**Reading Literary Text**

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

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

#### STRAND: BIG IDEA / STANDARD

**Writing**

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

INDICATOR / PROFICIENCY 7.W.1.A.a. Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.

INDICATOR / PROFICIENCY	7.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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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	7.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; develop writing with narrative, expository, and argumentative techniques.</b>

INDICATOR	7.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
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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	7.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

INDICATOR	7.W.3.A.a	Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
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INDICATOR	7.W.3.A.b	Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
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INDICATOR	7.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
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INDICATOR	7.W.3.A.d	Use effective 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	7.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.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.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

<b>INDICATOR / PROFICIENCY</b>	8.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; develop writing with narrative, expository, and argumentative techniques.</b>
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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**

<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>	8.W.3.A.	<b>Review, revise, and edit writing with consideration for the task, purpose, and audience.</b>

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**

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

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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