

Main Criteria: Modern World History-Based Writing Lessons

Secondary Criteria: Missouri Learning Standards

Subject: Language Arts

Grades: 6, 7, 8

Modern World 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.
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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
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GLE / COMPONENT	W.3.A.	Revise and Edit
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INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
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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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**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

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

Speaking and Listening

CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
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GLE / COMPONENT	SL.2.A.	Verbal Delivery
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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.
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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)
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GLE / COMPONENT	RI.1.B.	Word Meanings
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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.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.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.
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.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Collaborating
GLE / COMPONENT	SL.1.A.	Conversations
INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
STRAND: BIG IDEA / STANDARD		Speaking and Listening
CONCEPT: GLE / BENCHMARK	SL.2.	Presenting
GLE / COMPONENT	SL.2.A.	Verbal Delivery
INDICATOR / PROFICIENCY	8.SL.2.A.	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.

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.

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.
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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.
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.
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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.

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.
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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)
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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
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.
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 Informational Text

CONCEPT: GLE / BENCHMARK	RI.1.	Comprehend and Interpret Texts (Approaching Texts as a Reader)
GLE / COMPONENT	RI.1.B.	Word Meanings
INDICATOR / PROFICIENCY	8.RI.1.B.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

CONCEPT: GLE / BENCHMARK	RI.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RI.3.D.	Comprehension
INDICATOR / PROFICIENCY	8.RI.3.D.	Read and comprehend informational text independently and proficiently.

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

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

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

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)
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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.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		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.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.	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
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.

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

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

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.	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		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)
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.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.	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 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

INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD	Writing	

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

STRAND: BIG IDEA / STANDARD Speaking and Listening

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

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

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.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.
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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.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.

**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 /
PROFICIENCY7.W.1.A.a
.

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

INDICATOR /
PROFICIENCY7.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.
STRAND: BIG IDEA / STANDARD		Reading Literary Text
CONCEPT: GLE / BENCHMARK	RL.3.	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)
GLE / COMPONENT	RL.3.D.	Comprehension
INDICATOR / PROFICIENCY	8.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Approaching the Task as a Researcher
GLE / COMPONENT	W.1.A.	Research
INDICATOR / PROFICIENCY	8.W.1.A.a	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
INDICATOR / PROFICIENCY	8.W.1.A.b	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Approaching the Task as a Writer
GLE / COMPONENT	W.2.A.	Development
INDICATOR / PROFICIENCY	8.W.2.A.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.
INDICATOR	8.W.2.A.a	Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
INDICATOR	8.W.2.A.b	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Approaching the Task as a Reader
GLE / COMPONENT	W.3.A.	Revise and Edit

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

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

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.

**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.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**

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

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

Writing

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

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

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

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

Lesson 10: Unit 4 Summarizing a Reference, p. 89-98

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)
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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.
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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.
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.

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

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

INDICATOR /
PROFICIENCY

8.RI.1.B.

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

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

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

INDICATOR /
PROFICIENCY

8.RI.3.D.

Read and comprehend informational text independently and proficiently.

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR /
PROFICIENCY

8.W.1.A.a
.

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

INDICATOR /
PROFICIENCY

8.W.1.A.b
.

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

8.W.2.A.b
.

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

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

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 11: Unit 4 Summarizing a Reference, p. 99-106

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)
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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)
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)
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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.
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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 12: Unit 4 Summarizing a Reference, p. 107-118

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.

**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.
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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
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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 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.
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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.
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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 13: Unit 5 Writing from Pictures, p. 119-128

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.
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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.

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).

**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	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.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.

Lesson 14: Unit 5 Writing from Pictures, p. 129-138**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.
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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.C.	Text Features
INDICATOR / PROFICIENCY	7.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).

STRAND: BIG IDEA / STANDARD

Writing

CONCEPT : GLE / BENCHMARK	W.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.	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
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.C.	Text Features
INDICATOR / PROFICIENCY	8.RL.1.C.	Interpret visual elements of a text and draw conclusions from them (when applicable).

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

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

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

Lesson 15: Unit 5 Writing from Pictures, p. 139-146

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).

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.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****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
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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.C.	Text Features

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

STRAND: BIG IDEA / STANDARD

Writing

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

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

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

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

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

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

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

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156**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.

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)
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 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.
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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 17: Unit 6 Summarizing Multiple References, p. 157-172

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 /
PROFICIENCY6.W.1.A.a
.

Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

INDICATOR /
PROFICIENCY6.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)
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
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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 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.
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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.
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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.

Lesson 18: Unit 6 Summarizing Multiple References, p. 173-182

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.
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.

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
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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.
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.

Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

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)
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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.
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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.
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.

Language Arts

Grade 8 - Adopted: 2016

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

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

INDICATOR /
PROFICIENCY

8.RI.1.B.

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

**STRAND: BIG
IDEA /
STANDARD**

Reading Informational Text

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

INDICATOR /
PROFICIENCY

8.RI.3.D.

Read and comprehend informational text independently and proficiently.

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR /
PROFICIENCY

8.W.1.A.a
.

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

INDICATOR /
PROFICIENCY

8.W.1.A.b
.

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

8.W.2.A.b
.

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

**STRAND: BIG
IDEA /
STANDARD**

Speaking and Listening

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

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 20: Unit 7 Inventive Writing, p. 195-202

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.

**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****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.
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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.
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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.
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 21: Unit 7 Inventive Writing, p. 203-212

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.

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.
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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.
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.
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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 22: Unit 7 Inventive Writing, p. 213-220

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.
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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.
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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.
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

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.
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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.
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 23: Unit 7 Inventive Writing, p. 221-228

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
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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.
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

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.
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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.
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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 24: Unit 7 Inventive Writing, p. 229-238

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.

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.
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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
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GLE / COMPONENT	W.3.A.	Revise and Edit
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INDICATOR / PROFICIENCY	6.W.3.A.	Review, revise, and edit writing with consideration for the task, purpose, and audience.
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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
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GLE / COMPONENT	SL.1.A.	Conversations
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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
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GLE / COMPONENT	W.1.A.	Research
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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.
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.
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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.

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.
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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.

Lesson 25: Unit 8 Formal Essay Models, p. 239-248

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.

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.
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.
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.
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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 26: Unit 8 Formal Essay Models, p. 249-260

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.

**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)
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
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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 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.
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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.
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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.

Lesson 27: Unit 8 Formal Essay Models, p. 2601-266

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.
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		
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

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.
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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 28: Unit 9 Formal Critique and Response to Literature, p. 267-275

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**

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.
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.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.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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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)
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.
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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.
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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.
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 29: Unit 9 Formal Critique and Response to Literature, p. 275-280

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)
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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.
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.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.

**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.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.

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)
GLE / COMPONENT	RL.3.D.	Comprehension

INDICATOR /
PROFICIENCY

8.RL.3.D.

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

INDICATOR /
PROFICIENCY

8.W.1.A.a
.

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

INDICATOR /
PROFICIENCY

8.W.1.A.b
.

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

8.W.2.A.b
.

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

**STRAND: BIG
IDEA /
STANDARD**

Writing

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

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

STRAND: BIG IDEA / STANDARD

Speaking and Listening

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

INDICATOR / PROFICIENCY	8.SL.1.A.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 281-291

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

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

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

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

INDICATOR / PROFICIENCY	8.RL.3.D.	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
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**STRAND: BIG
IDEA /
STANDARD****Writing**

CONCEPT: GLE / BENCHMARK	W.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.