

**Perfection Learning**  
*Connections: Writing & Language*  
**Grade 10**

correlated to the

**Missouri English Language Arts Grade-Level Expectations (2016)**  
**Grade 9-10**

Standard	Descriptor	Citations
<b>WRITING (W)</b>		
<b>1. Approaching the Task as a Researcher</b>		
9-10.W.1.A	Apply research process to:	
9-10.W.1.A.a	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	<b>SE:</b> 63–64, 76–77, 109–110, 213–217, 223–225, 229–231, 238, 240–244 <b>TE:</b> 2, 17–18, 22, 28, 30, 50, 52–55, 57–58, 145, 151, 182
9-10.W.1.A.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<b>SE:</b> 109–110, 172–174, 182–183, 215–217, 222–225, 238, 240–244, 530, 543 <b>TE:</b> 28, 40–43, 52–55, 57–58, 150, 187–189
<b>2. Approaching the Task as a Writer</b>		
9-10.W.2.A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	<b>SE:</b> 3–23, 25–26, 30–31, 33, 63–64, 75–77, 105–106, 124–129, 133, 170–175, 191, 528–529, 536 <b>TE:</b> 2–5, 7–8, 17, 22, 27–28, 32–34, 40–41, 46–47, 187–188

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<b>3. Approaching the Task as a Reader</b>		
9-10.W.3.A	Review, revise, and edit writing with consideration for the task, purpose, and audience.	
9-10.W.3.A.a	Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.	<b>SE:</b> 6–10, 25–27, 53, 61–64, 67–69, 77–78, 84–87, 111–112, 140–141, 146, 170–171, 181–182, 237–240 <b>TE:</b> 3–4, 7, 13–14, 17–18, 22–23, 28–29, 34–35, 40–43, 57
9-10.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.	<b>SE:</b> 33–42, 89, 124, 129, 143, 159, 283, 384, 447, 458, 517–519 <b>TE:</b> 8–10, 32–35, 37, 48, 78–79, 85, 184, 186
9-10.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	<b>SE:</b> 43–47, 321–322, 394–413, 427–439, 451–465, 466–473, 503 <b>TE:</b> 10–11, 98–104, 141–142, 149–157, 164–170, 172–175, 182
9-10.W.3.A.d	Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.	<b>SE:</b> 8, 31, 55–56, 67–68, 98, 114, 128–129, 133–134, 457–458 <b>TE:</b> 14, 18, 29, 167–168
9-10.W.3.A.e	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<b>SE:</b> 17, 21–23, 88, 115, 192, 195, 200–206, 221–222, 536 <b>TE:</b> 5, 41, 44, 46, 48–50, 55, 58, 95, 145, 166–167, 172