Main Criteria: Ancient History-Based Writing Lessons

Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grades: 6, 7, 8

Ancient History-Based Writing Lessons

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

South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**

STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	SD.CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**

STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RI.10.**	**By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL/STRAND	**SD.6.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**

STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	SD.CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**

STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	SD.CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RI.2.**	**Determine a central idea of a text**
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RI.10.**	**By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**

STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.

SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**

SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RI.2.**	**Determine a central idea of a text**
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.

SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**

STANDARD	**6.RI.10.**	**By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**

STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**

STANDARD	**8.RI.2.**	**Determine a central idea of a text**
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.

GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.

STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RI.10.**	**By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**

STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.

SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**

SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RI.2.**	**Determine a central idea of a text**
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.

SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

SUPPORTING SKILLS	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**

STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	6.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RL.2.**	**Determine a theme or central idea(s) of a text.**

SUPPORTING SKILLS	7.RL.2.a.	Analyze its development over the course of the text.
SUPPORTING SKILLS	7.RL.2.b.	Provide an objective summary of the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RL.5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
SUPPORTING SKILLS	7.W.3.e.	Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre).

GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**

STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	7.L.4.c.	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**

STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RL.2.**	**Determine a theme or central idea(s) of a text and**
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**

STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
SUPPORTING SKILLS	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**

STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	6.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**

STANDARD	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RL.2.**	**Determine a theme or central idea(s) of a text.**
SUPPORTING SKILLS	7.RL.2.a.	Analyze its development over the course of the text.
SUPPORTING SKILLS	7.RL.2.b.	Provide an objective summary of the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RL.5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

SUPPORTING SKILLS	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
SUPPORTING SKILLS	7.W.3.e.	Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	7.L.4.c.	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
SUPPORTING SKILLS	7.L.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**

STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RL.2.**	**Determine a theme or central idea(s) of a text and**
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

SUPPORTING SKILLS	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
SUPPORTING SKILLS	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
SUPPORTING SKILLS	8.L.5.b.	Use the relationship between particular words to better understand each of the words.
GOAL/STRAND	**SD.8.L.**	**Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RL.2.**	**Determine a theme or central idea(s) of a text.**
SUPPORTING SKILLS	7.RL.2.a.	Analyze its development over the course of the text.
SUPPORTING SKILLS	7.RL.2.b.	Provide an objective summary of the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RL.5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
SUPPORTING SKILLS	7.W.3.e.	Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**

STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**

STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RL.2.**	**Determine a theme or central idea(s) of a text and**
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.

GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
SUPPORTING SKILLS	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).

GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts

GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

SUPPORTING SKILLS	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**

STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**

STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RL.2.**	**Determine a theme or central idea(s) of a text.**
SUPPORTING SKILLS	7.RL.2.a.	Analyze its development over the course of the text.

SUPPORTING SKILLS	7.RL.2.b.	Provide an objective summary of the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RL.5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
SUPPORTING SKILLS	7.W.3.e.	Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RL.2.**	**Determine a theme or central idea(s) of a text and**
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**

SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
SUPPORTING SKILLS	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**

INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RI.10.**	**By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).

GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**

STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**

STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**

STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.

GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.

GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RI.2.**	**Determine a central idea of a text**
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.

GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.

GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.

GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**

SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RI.10.**	**By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**

STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
SUPPORTING SKILLS	7.L.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**

STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**

STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RI.2.**	**Determine a central idea of a text**
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.

GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**

STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
SUPPORTING SKILLS	8.L.5.b.	Use the relationship between particular words to better understand each of the words.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**

STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RI.10.**	**By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**

SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**

SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**

STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RI.2.**	**Determine a central idea of a text**
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**

STANDARD	**8.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**

STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.

SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.

GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RI.10.**	**By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.

GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.

GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.

GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**

STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**

STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**

STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**

INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RI.2.**	**Determine a central idea of a text**
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**

STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).

GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**

STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
SUPPORTING SKILLS	7.W.3.e.	Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**

STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**

STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
SUPPORTING SKILLS	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**

STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

SUPPORTING SKILLS	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
SUPPORTING SKILLS	7.W.3.e.	Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
SUPPORTING SKILLS	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	7.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
SUPPORTING SKILLS	7.W.3.e.	Provide a conclusion that follows from and/or reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
SUPPORTING SKILLS	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**

STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**

INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RI.10.**	**By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**

STANDARD	**6.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**

STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**

STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.

GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**

SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RI.2.**	**Determine a central idea of a text**
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**

STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 17: Unit 6 Summarizing Multiple References, p. 157-173

South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RI.10.**	**By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**

STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.

GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.

GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.

GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing
GOAL/STRAND	**SD.7.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**

STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RI.2.**	**Determine a central idea of a text**
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.

GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**

STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.

STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RI.10.**	**By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.

GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.

GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.

GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**

STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.

SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RI.2.**	**Determine a central idea of a text**
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**

STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 19: Unit 6 Summarizing Multiple References, p. 183-195

South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**

STANDARD	**6.RI.10.**	**By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	6.L.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**

STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
GOAL/STRAND	**SD.7.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing

GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**

STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RI.2.**	**Determine a central idea of a text**
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.

GOAL/STRAND	**SD.8.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**

STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **7** - Adopted: **2018**		
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**

STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**

STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**

STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**

STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**

STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**

STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**

STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**

STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**

STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RL.2.**	**Determine a theme or central idea(s) of a text.**
SUPPORTING SKILLS	7.RL.2.a.	Analyze its development over the course of the text.
SUPPORTING SKILLS	7.RL.2.b.	Provide an objective summary of the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RL.5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**

STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RL.2.**	**Determine a theme or central idea(s) of a text and**
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**

STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**

STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RL.2.**	**Determine a theme or central idea(s) of a text.**

SUPPORTING SKILLS	7.RL.2.a.	Analyze its development over the course of the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RL.5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**

STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RL.2.**	**Determine a theme or central idea(s) of a text and**
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.8.**	**Gather relevant information from multiple print and digital sources.**

SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**

STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**6.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	6.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.

GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.

GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**6.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	**SD.6.L.**	**Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **7** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**

STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RL.2.**	**Determine a theme or central idea(s) of a text.**
SUPPORTING SKILLS	7.RL.2.a.	Analyze its development over the course of the text.
SUPPORTING SKILLS	7.RL.2.b.	Provide an objective summary of the text.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RL.5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**8.RL.2.**	**Determine a theme or central idea(s) of a text and**
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	**SD.8.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**8.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.**
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**8.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade **6** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**

STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	**SD.6.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**6.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**6.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GOAL/STRAND	**SD.6.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.6.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**

STANDARD	**6.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**6.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**6.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	**SD.6.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
GOAL/STRAND	**SD.7.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RL.5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.
GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade **8** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**8.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**

STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**8.W.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	**SD.8.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**8.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

GOAL/STRAND	**SD.8.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**8.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	**SD.8.L.**	**Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.